My
ENGLISH
BOOK
8
SINDH TEXTBOOK BOARD, JAMSHORO

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PREFACE

The Sindh Textbook Board, is assigned with preparation and publication of the textbooks to equip our new generation with knowledge, skills and ability to face the challenges of new millennium in the fields of Science, Technology and Humanities. The textbooks are also aimed at inculcating the ingredients of universal brotherhood and to reflect the valiant deeds of our forebears and portray the illuminating patterns of our rich cultural heritage and traditions.

To accomplish this noble task, a team of educationists, experts, working teachers and committee of friends has been constituted which incessantly endeavors to develop, test and improve content and design of the textbooks on the basis of the feed back. The present intellectual product has been presented with joint efforts of the team to project the aforementioned assignment in its true perspective.

It is expected that the discerning parents, learned teachers and concerned citizens will go through it and offer their valuable opinion to the Board for bringing about improvement in the next edition.

PROF. QADIR BUX RIND
CHAIRMAN
SINDH TEXTBOOK BOARD
JAMSHORO, SINDH

UNIT: 1 FRIENDSHIP AND COOPERATION

What will I learn?

READING

- Use pre-reading strategies to predict the content of a text by using prior knowledge and asking questions
- Skim text to have a general idea of the text
- Deduce the meaning of difficult words from context
- Scan to answer short questions
- Use critical thinking to respond to the text
- Use intensive reading strategies

SPEAKING

- Use functional language to make plans

LANGUAGE PRACTICE

- Illustrate the use of “used to”for past habits and routines
- Illustrate the use of prepositions of position

WRITING

- Write a sample descriptive unified paragraph on a given topic
- Write a clear topic sentence
- Add adequate supporting details
- Write a concluding sentence

STUDY SKILLS

- Preparing an outline for oral presentation

FUN

- Practising tongue twisters to become fluent speakers

1.1 READING COMPREHENSION

Pre-Reading

a) How many friends do you have?

b) Are all friends that we have good and helpful?

c) In what ways do friends help each other?

d) Make a list of good qualities that you think a good or an ideal friend should have.

e) Share your list with your partner.

Note for Teachers: First of all, ask the students the questions given above. Once you have discussed and the students have developed their list and shared with each other, you can ask them to share points from their list with the whole class. Next, ask the students to read the text silently and do exercise 1 .

1.1 READING COMPREHENSION

Reading Text

Friends in Trouble

There lived two close friends, Basit and Raheel, in a village near Hyderabad. In school, they studied together and in the evening both friends enjoyed playing cricket together. On weekends, they usually went to the nearby canal for fishing. Often, they also went on long walks in the nearby forest because they liked listening to the birds chirping, watching the animals at play, and looking at the beautiful flowers. They always enjoyed each other's company. They laughed, joked and had a great time the whole day.

Basit was a kind and helpful boy by nature. Moreover, his parents had always taught him to be a kind, sympathetic, helpful and sincere person. He behaved very nicely with all his friends, but he had a special place in his heart for Raheel. Basit always helped Raheel with his homework. He was always willing to guide and help him whenever he faced any difficulty or problem. He also happily gave one of his fish to Raheel when he failed to catch any because, luckily, Basit often managed to catch more fish than Raheel. Although Basit was very active and very intelligent, he was not good at climbing trees. Raheel, on the other hand, was very good at climbing trees, as he had a tall tree in his house, which he had been climbing from an early age.

One day, Raheel and Basit decided to go to the nearby forest to enjoy the natural beauty. Being nature lovers, they kept walking along the path of the forest, all the time talking and enjoying the natural beauty all around them. They were so curious about everything that they just kept on following whatever caught their attention, not realizing that they had wandered deep into the forest. Suddenly, they realized that they had lost their way; they became very worried because their parents and the villagers had often told them about the dangerous beasts living in the forest. However, they decided to remain calm and promised not to leave each other in case of danger.

They kept walking through the forest, trying to find their way back home. But all their efforts were in vain. All of a sudden, they saw a huge, black bear coming towards them. They got frightened. This is where Raheel showed his selfish nature and said, “Look Basit, we are in great trouble. As I see it, we have only two choices, either we climb on a tree and save ourselves or we start running. Since I am good at climbing, I'm going to climb a tree. As you do not know how to climb, it would be a good idea for you to run as quickly as you can to save your life.”

Basit was extremely shocked to hear this. He had never expected that his friend would abandon him like this because he loved and trusted his friend sincerely. As the bear came nearer, Basit was paralyzed with fear. Finding no other way, he quickly lay flat on the ground, stopped breathing, and pretended to be dead. When the bear reached him, it smelt his body, probably thought he was dead, and did not touch him. Soon the bear just walked away.

After a while, Basit heard his friend coming down the tree and guessed that the bear had gone away. He stood up and looked at Raheel angrily. But Raheel, instead of feeling ashamed or apologising to his friend for having abandoned him, just asked excitedly, “Basit, what did the bear whisper in your ear?” From his position high up in the tree, he had seen that the bear had brought its face close to Basit's head and thought that the bear had said something to his friend.

Basit looked at his friend angrily and replied, “He advised me not to trust a friend who leaves his friend at the time of danger.” Hearing this, Raheel felt embarrassed. He did not know what to say and started to walk away. Basit followed him silently. Since Raheel had seen the way out from the top of the tree, both friends quickly got out of the forest and reached their homes.

While Reading

Exercise 1

If you are asked to select another topic for the story from the following list, which one would you choose?

a) Beautiful friends are a blessing
b) A beautiful forest
c) A friend in need is a friend indeed
d) A kind bear

1.1 READING COMPREHENSION

Vocabulary

Exercise 2

Match the meanings of the words given in the text and write the answers in the answer column. One has been done as an example.

S No	Words	S No	Meaning	Answers
1.	sympathetic	a.	unable to move	1 g
2.	nature lovers	b.	walked around without any purpose	
3.	curious	c.	without any success	
4.	wandered	d.	ashamed	
5.	dense	e.	saying sorry	
6.	in vain	f.	speak very softly	
7.	abandon	g.	kind to someone who is sad or hurt	
8.	paralyzed	h.	thick	
9.	apologising	i.	those who enjoy nature	
10.	whisper	j.	leave someone because it is dangerous to stay	
11.	embarrassed	k.	wanted to know	

Post Reading

Exercise 3

Read the text and find out whether the following statements are true or false. Write (T) in the given blanks if they are true and (F) if they are false. One has been done as an example.

1. Basit and Raheel studied in the same school. __T_
2. They loved playing inside the house. _____
3. Basit never helped Raheel. _____
4. Raheel was good at climbing trees. _____

5.They went to the forest because they enjoyed nature. _____

6.They were attacked by a bear. _____

7.Both Basit and Raheel climbed up a tree when they saw a bear. _____

8.The bear did not hurt Basit. _____

9.Raheel saved his friend from the bear. _____

10.Basit and Raheel reached their homes safely. _____

Exercise 4

Read the questions carefully and circle the right answer.

1. What did both the friends do on the nearby canal on weekends?

a. laughed b. joked
c. swam d. fished

2. What kind of a place was the forest that they visited?

a. safe b. dangerous
c. very small d. too dark

3. How did they feel when they visited the forest?

a. spellbound b. unhappy
c. curious d. depressed

4. Why did Basit not climb tree?

a. because he avoided climbing trees
b. because he did not know how to climb a tree
c. because he was not afraid of animals
d. none of these

5. What frightened them in the jungle?

a. lion	b. jackal
c. bear	d. tiger

6. How did Basit feel when he saw the bear coming towards him?

a. happy	b. sad
c. upset	d. frightened

7. What did Basit say that the animal had whispered in his ear?

a. It advised him to trust a friend who leaves his friend at the time of danger.

b. It advised him to be honest with a friend who leaves his friend at the time of danger.

c. It advised him not to trust a friend who leaves his friend at the time of danger.

d. None of these.

Exercise 5

Work with a partner. Read the text and orally complete the following sentences. After you have done it orally, write the complete sentences in your notebooks.

1. Raheel and Basit went for long walks in the forest because.......................
2. Basit was a kind and helpful boy because...
3. Basit sometimes gave fish to Raheel because..
4. Raheel was good at climbing trees because..
5. They lost their way in the forest because..
6. When they realized that they were lost, they were worried because...........

7. When they saw the bear coming, Raheel told Basit to run because.............

8. Basit was shocked when his friend told him that he was going to climb the tree because...

9. Basit laid down on the ground and stopped breathing because..................

10. They were finally able to get out of the forest quickly because.................

Exercise 6

Work in pairs, discuss the following questions and write the answers in your notebooks.

1) What do you think is the main idea of the story?

2) What did Raheel do at the time of danger?

3) What did Raheel think the bear had done?

4) Do you think that the bear actually said something to Basit? Why/ why not?

5) What would you do if you were Basit?

6) What would you do if you were Raheel?

7) What do you think happened after this incident?

Use functional language to make plans

Work in groups of three and practice the following dialogues at least three times. Change roles every time.

Soomar	Hurrah! The final exams are over. How about visiting the Miani forest?
Jannat	Oh! it's a great idea! I was also thinking about it.
Ayaz	Why not go to a beach?
Soomar	A visit to Miani will not only be fun but it will also help us in writing the report for our next year's project work.
Ayaz	Oh yes! I remember, the teacher told us about it last week.
Jannat	I think going to the Miani forest is a great idea.

Continue working in the same group of three and, based on the above sample, write a dialogue making a plan to visit the museum. After you have developed the dialogue, practise it at least three times. Change roles every time.

Note for Teacher: You can continue practising this structure by dividing the class into groups of four. Ask each group to plan an activity for the class, for example, picnic, party, mela, exhibition, sports day, annual day, Eid Milan, cultural day, etc. You can then ask each group to come up and present their plan through role play.

1.3 LANGUAGE PRACTICE

Use of “used to” for past habits/ routines

We often use *'used to'* with a verb when we talk about some past habits or routine; something that we regularly or often did in the past but do not do anymore.

Read the following passage carefully and see that the bold words (used to) show past habits/ routines.

Seema **used to** get up early in the morning but she never **used to** brush her teeth. She **used to** have breakfast without brushing her teeth. She often **used to** fall sick. Her mother **used to** take her to the doctor. One day the doctor asked her if she brushed her teeth. Seema felt ashamed and started to brush her teeth. Now she remains healthy.

Exercise 1

Look at the following table. It has eight complete sentences. The words in column A and column C are in the right order but those in column B are all mixed up.

Work in pairs. Select the correct word from Column B to complete each sentence and write the complete sentences in your notebooks.

Example: 1. When I was a child I **used to ride** a bicycle.

1.3 LANGUAGE PRACTICE

S No	Column A	Column B	Column C
1	When I was a child I used to	bite	a bicycle.
2	Essa used to	play	mangoes
3	Seema used to	take	early in the morning.
4	When I was a child my father used to	visit	care of me.
5	They used to	love	historical places.
6	Our pet dog used to	get up	our guests.
7	My grandfather used to	tease	with the children.
8	His brother used to	ride	everyone in the family.

Exercise 2

Work in pairs; use the verbs given below to make complete sentences showing past habitual actions. One sentence is given as an example. Write the sentences in your notebook.

Example: Her brother **used to open** his shop early in the morning.

open	drive	make	give	sell	call	send	receive

Exercise 3

When you were in your primary classes which of your habits did your parents like / did not like? Make a list of your good and bad habits in two columns. Some of the habits are given below as examples.

Good Habits	Bad Habits
eat food slowly	throw wet towel on the bed
do work on time	tease younger brother / sister

Note for Teacher: Divide the students in pairs, make sure that the students understand that they have to make their own sentences in Exercise 2.

Now use the good and bad habits that you have written in the table to form complete sentences, using "used to" to talk of past habits. Remember, these should not be habits that you have right now. An example is given below. Write the sentences in your notebook. Once you have completed, share with your partner.
Example: When I was in class five I used to eat food slowly.

Prepositions of Position

A preposition is a word which shows a relationship between a noun or pronoun and another word. Prepositions are mostly put before the words they control. They show relations of different kinds.
Example: The coin ***was under*** the sofa (position)
The coin ***rolled under*** the sofa (movement)
Some prepositions that show position are:
in, inside, outside, on, under, at, by, beside, near, above, below, behind, among, between.

Exercise 4

Complete the following sentences by choosing one word from those given in the brackets at the end of each sentence.
1) Please put this book ___ the table. (inside, at, on, in)
2) Her shoes are __ the bed. (in, on, under, before)
3) My teacher is___ the class. (in, at, above, below)
4) A huge crowd is waiting __ the stadium. (on, above, outside, under)
5) Their house is ___ their school. (at, near, in, below)
6) I have put the baby __ the cot. (in, at, before, behind)
7) The train is __ the station. (in, at, under, above)
8) Murree is about 7000 ft. __ the sea level. (below, behind, on, above)

Exercise 5:

Fill in the blanks with correct prepositions from the list given earlier.

1. The boys fell ______________ the pond yesterday.
2. Let's go ______________ as it is going to rain.
3. Many minerals were found ______________ the surface of the earth.
4. We can get most of the things that we need ______________ our house.
5. The old man is resting ______________ the tree as it is very hot.
6. I always keep my mobile phone ______________ the top shelf.
7. Please go and see who is ______________ the door.
8. The mouse is ______________ the log in the corner.

Exercise 6:

Use at least 7 prepositions from the list given earlier in your own sentences.

____

____

____

____

____

____

____

Exercise 1

Write a descriptive paragraph on My Favourite Place in your notebooks, based on the guidelines given below.

Some words that can help you are:

above	under	nearby	opposite to	near	across
below	to the right	to the left	similarly	among	also

Topic Sentence

My favourite place is my neighbourhood park. I like it for many reasons.

Supporting sentences

1. ____
2. ____
3. ____

Concluding Sentence

____

(This is a re-statement of your topic sentence using different words; include the details and words that support your topic).

Exercise 2

Work in pairs and develop a mind map on one of the following topics. After you have prepared your mind map, work individually and write a paragraph in your notebook, following the guidelines given above. Once both of you have written your paragraphs exchange your notebooks and read each other's work based on your mind map .

1. My School
2. Our Hospital

Repeat the above process for the second topic, i.e., develop a mind map in pairs, write the paragraph individually, and then read each other's paragraph.

Note for Teachers: Tell the students that they do not have to use all the words given above; they can use some of these and some other of their own.

Outlining for Oral Presentations

Outlining is a useful skill. It will help you to note down your ideas and organize the materials according to a logical pattern. Below is a sample of how outlines are prepared.

Sample

Beginning

* Make sure people are paying attention, greet the audience
* Introduce your topic, state the main idea

Middle

* Support your main idea with one detail
* Support your detail with reasons/ examples
* Link your details and reasons/ examples with the main idea in the final statement

End

* Rephrase the main idea

Exercise 1

In your notebook, write the three headings given above. Leave three lines after each heading. From the box below, select the sentence(s) according to the section in which they will fall. Now, write down these sentences under the heading where they should be. This will give you an idea of a complete outline.

a) In addition, it can bring a change in your life.
b) Greeting.
c) To begin with, studying is an exercise for the mind.
d) Studying or getting an education is important for a number of reasons.
e) In other words, I believe that studying is very important for everyone.
f) Finally, studying and getting educated will help in national development.

After you have written down the sentences, read them a few times as if you were giving a presentation. Next, work with a partner and each one of you should give a presentation to each other. You may look at your outline but don't read from it.

Exercise 2

Work with your partner and fill the following template. You will have to present it to a group of your classmates.

Title: Why do people study?

Beginning
Middle
End

Exercise 3

Now, below are 3 titles. Work individually and use ONE of them to develop an outline, based on the pattern you have already practised. You will have to present it in front of the class.

1. Why is sunshine important?
2. Why is rain important?
3. Why is school important?

Note for Teachers: For exercise 2, divide the students in groups of four to six students and ask each one of them to present to their group. For exercise 3, ask the students to come up and present in front of the whole class.

1.6 FUN

Recite the following tongue twisters as fast as you can.

Six swans swam swiftly southwards.

I scream, you scream, we all scream for ice cream.

Four furious friends fought for the phone.

Never trouble trouble till trouble troubles you.

Sheena leads Sheila needs.

Double bubble gum bubbles double.

The queen in green screamed.

Silly sheep, weep and sleep.

Note for Teacher: Prepare chits with A, B, C, upto H written on them. Put these in a box or any other thing so that the students cannot see them. Ask the students to practise reciting the given tongue twisters as fast as they can. Divide the class into two groups and call students one by one from each group and ask them to pick up a chit. They will have to recite that tongue twister very fast. On the blackboard, draw two columns. Write Quaid e Azam for one group and Allama Iqbal for another. When a student from any group recites the tongue twister fast and correctly, that group will get one mark. The group with more marks will be the winner,

NATURAL BEAUTY OF PAKISTAN

What will I learn?

READING

- Use pre-reading strategies to predict the content of a poem from its title by using prior knowledge, asking questions and contextual clues
- Read a poem to get the main idea
- Deduce the meanings of difficult words from context
- Scan to answer short questions
- Read a poem to understand the theme and its development
- Summarize the poem
- Give a personal response with justification.

SPEAKING

- Use functional language to agree/disagree politely

LANGUAGE PRACTICE

- Illustrate the use of the past perfect tense
- Illustrate the use of prepositions of movement

WRITING

- Write applications to people in the extended environment

STUDY SKILLS

- Preparing a study habit check list

FUN

- Developing posters and commenting on them

Pre-Reading

1. Can you name some of the beautiful places of Pakistan?
2. Have you visited any beautiful place in Pakistan?
3. Which place would you like to visit? Why?
4. The title of the poem you are going to read is 'My blessed beautiful land'. Which of the following things are you going to read about:?
   i) The crops that we grow in Pakistan
   ii) The beautiful clothes of Pakistan
   iii) The natural beauty of Pakistan
   iv) The beautiful flowers of Pakistan

Note for Teachers: Divide the whole class into four groups. Ask each group to read aloud one stanza of this poem. Help them improve their reading skills by using the correct pauses and intonation. Also ask them to focus on their pronunciation. After that, ask them to read the poem silently and do Exercise 1.

Reading Text

My Blessed Beautiful Land

In the North spellbinding scenes that astound
Mighty Karakoram that's snow-crowned
With Hindukush beauty all around
Where warm and brave people are found
Oh my Lord, keep them all safe and sound.

The sands of the Kharan desert browned
Lofty mountains with precious stones found
And mines full of minerals underground
My land, where fearless people abound
Oh my Lord, keep them all safe and sound.

Fertile plains, fields of grain all around
Where meet five mighty rivers renowned
A land of tales and legends profound
Where simple people work the year round
Oh my Lord, keep them all safe and sound.

The Indus delta spread all around
Far from the Mohen-jo-Daro mound
Where echoes of ancient times resound
And sincere and resourceful people abound
Oh my Lord, keep them all safe and sound.

While Reading

Exercise 1

Read the poem and decide which stanza each of these picture matches. Write the stanza number under the space provided in each box.

Vocabulary

Exercise 2

The meanings of some words are given in the following tables . Read each stanza one by one and find the words that have the given meaning. Write the word that matches the meaning in the 'Word' column.

Stanza No.1

Meaning	Word in the poem
holding one's attention completely	
surprise a lot	
very high	
peaks covered with snow	
in good condition	

Stanza No.2

Meaning	Word in the poem
turned brown in colour	
very high	
valuable	
brave	
found in large numbers	

Stanza No.3

Meaning	Word in the poem
soil or land in which crops grow well	
a large area of flat land	
famous	
exciting stories	
old stories that may or may not be true	
having a great effect	

Stanza No.4

Meaning	Word in the poem
the mouth of a river where it spreads out before entering the sea	
a small hill	
very old	
repeated sounds	
loud, deep sound	
someone who is good at finding new ways to do things	

Exercise 3

Read the text and write the answers to the following questions in your notebook.

1) Which two mountain ranges are mentioned in stanza 1?
2) Name the desert mentioned in the poem.
3) Which ancient site is mentioned in the poem?
4) How many qualities of the people of Pakistan are mentioned in the poem? List them.
5) Which prayer is repeated in each stanza?

Exercise 4

The poet has described the main features of different provinces in each stanza. Follow the example of stanza 1 and complete the following table in your notebook. One province is covered in each of the other stanzas.

Stanza No.	Province	Two Main Features	People
1.	Khyber Pakhtoon Khwa and Gilgit Baltistan	1. Snow covered mountains 2. Beautiful scenes	Warm and brave
2.			
3.			
4.			

Post Reading

Exercise 5

Now write a summary of the poem using the information you have inserted in the table above. You can begin like this:

In the poem 'My Blessed Beautiful Land', the poet describes the beauty of the various provinces of Pakistan.

In stanza 1, the poet describes _______________ and ______________. He/ she mentions the snow-capped mountains of the _________________ and the beautiful scenes of the _______________. The people of this area are ____________ and ____________.

In stanza 2, ...

In stanza 3, ...

In stanza 4, ...

The poet thinks that Pakistan is both beautiful and ______________. He/She prays to Allah to keep the country and its people _______________ and _____________.

Exercise 6 **Work in pairs and orally discuss the following questions. Then write the answers in your notebooks.**

1. Is the poet proud of his/ her country? How do we know that?
2. What do we learn about the people of Pakistan in this poem? Add at least two other qualities of the people of Pakistan that are not mentioned here.
3. Write a paragraph about your province. Use the information given in the poem and add some more points.
4. Write about one more province of Pakistan that you would like to visit. Support your answer with reasons.

2.2 SPEAKING

Using polite words to agree or disagree

01. Work in groups of three. Read the following examples. Identify the polite words used to agree or disagree with each other and underline them.

Practise the given examples 1, 2 and 3 in groups of three. Practise each dialogue at least thrice, with each student taking a different role each time. You can use your own names in place of student A, B, C.

Example 1 Using polite words to disagree	**Student A:** Javed Miandad was the best player of the last century. **Student B**: No, I don't think so. I think Zaheer Abbas was better. **Student C**: I'm afraid, I disagree with both of you. Actually both were fantastic players.
Example 2 Using polite words to agree	**Student A**: Travelling by train is great fun. **Student B:** I agree with you. One can relax and enjoy the scenery. **Student C**: That's right! One can also walk about and lie down and sleep properly. **Student A**: Exactly! We can also go to the dining car and have our meals there.
Example 3 Using polite words to disagree / agree	**Student A:** Books are a thing of the past. The future is in online books. **Student B:** I beg to differ. A lot of people still prefer to have a book in their hands rather than reading one on a screen. **Student C:** You are right. But I agree with A (name of student). I think young people like everything that is on a screen.

02. Now work in groups of three and discuss the following topics using polite words to agree or disagree.

Turn by turn, each student should make a simple statement about the following. One of the others should agree and one should disagree. Then change roles and continue in the same manner.

1. Talk about today's weather.
2. Say what kind of food you think is best.
3. Give an opinion about a beautiful place in Pakistan.
4. Talk about your favourite ice cream / biscuits / sweet/ fruit and say why it is the best.

2.3 LANGUAGE PRACTICE

Past Perfect Tense

When we talk about an action that happened before a **past** event, we often use the **past perfect tense**.

Look at these examples:

When I got home yesterday, *my father had already cooked dinner.*

I didn't want to go to the cinema with my friends because *I had seen the film already.*

In order to use the past perfect tense correctly we need to understand which action happened first. As we can see in the two examples above the part that is in *italics* happened first, hence the past perfect tense is used.

Exercise 1

Work with a partner. Read the sentences given below and underline the action that you think happened first.

1. I (study) Japanese before I (go) to study in Japan.
2. We (have) a lot of trouble at the airport because we (lose) our passports.
3. After we (watch) TV for a while we (go) to sleep.
4. Sachal (know) many people at the office because he (work) there some years ago.
5. Farah (enjoy) the movie because she (read) the book.
6. My father (be) to Syria before the problems (start) in that country.
7. I (play) cricket after I (finish) my homework.
8. When I (come) to your house last night you (go) to bed.
9. The train (leave) the station when we (reach) because we were late.
10. We (go) out for a walk after it (stop) raining.

Note for Teachers: Tell the students that when we use the Perfect tense we use the past participle form of the verb. For example, the past tense of 'see' is 'saw' and the past participle is 'seen'; the past tense of 'run' is 'ran' and the past participle is again 'run'; the past tense of 'eat' is 'ate' and the past participle is 'eaten'. The students have learnt these verb forms in earlier classes but you might need to discuss them again.

Exercise 2

Now, work individually and write the sentences in your notebook. Use the simple past tense of the verbs given in brackets for the action that happened later and the past perfect tense for the action that happened first. Remember to use the past participle form of the verb (for example: seen, run, eaten, etc.).
After you have written all the sentences, compare your answers with your partner.

Exercise 3

Read the following story and fill in the blanks with the correct tense of the verbs given. The verbs for each paragraph are given below in a jumbled order; pick the suitable verb and use the past tense or the past perfect tense, as appropriate.

Paragraph 1:	turn	go	hear	see	stand	cry
	stop	fall	tell	run	blow	
Paragraph 2:	tell	reach	wait	pick	injure	hold
	come	see	steady	need	hurt	
Paragraph 3:	teach	is	show	clap		

Eight small girls were participating in a race. They all ______ at the starting line, waiting for the whistle to blow. Their teacher ______ them not to run until she ______ the whistle. When they______ the whistle, they all ______. Suddenly, they ______; one of their friends was crying. They all ______ around and ______ that their friend ______ down. They all ______ back because she ______ for help.

When they ______ her, they ______ that she ______ herself. She ______ her knee and she ______ their help. They ______ her not to cry as they ______ to help her. Two of the girls ______ her up and ______ till she ______ herself. Then they all ______ hands and ran to the finishing line together.

Everyone ______ for them. These were mentally challenged girls but they ______ everyone a very powerful lesson. They ______ to all the people present there that helping others and caring for their feelings ______ as important as winning a competition.

Prepositions of Movement

Prepositions are words that show a relationship between a noun or pronoun and another word. They show relations of different kinds. Some prepositions show movement.

Example: The man was walking ***along*** the road when he fell down.

The toy car rolled ***around*** the sofa.

Some prepositions that show movement are:

towards	from	to	up	down
across	through	along	around	into

Exercise 4

Choose the appropriate preposition from the list given above to complete the following statements. You can use each preposition only once. Write the complete sentences in your notebook. After you have completed, discuss your answers with your partner.

1. The boy looked left and right before running ______ the road.
2. Many trees have been planted all _____ the street.
3. The fireman climbed _____ the ladder to rescue the old lady.
4. My brother is going _____ Gilgit next week.
5. The boy turned _____ the corner and stopped.
6. Saleha's aunt has come _____ Quetta to visit them.
7. The swimmer dived _____ the water from a height of 100 ft.
8. I was walking _____ my friend when I slipped and fell.
9. Walk_______ this tunnel to get to the other side.
10. Rustam fell _____ the stairs and broke his leg.

Exercise 5

Fill the blanks in the story below using the prepositions in exercise 1. You can use each preposition only once.

As I was walking home _____ my office, I saw a man coming _____ me from the other side. I got scared. I looked _____ and _____ the road, and ran to get inside one of the shops. Once inside, I felt safe. But this feeling of safety was short-lived because in the next minute, I saw him walking _____ the door. I walked _____ the row of shelves, stepped _____ the lift and went to the second floor where the offices were. I went _____ the manager's room and told him the story. The manager called the police who soon came and caught the man. To my embarrassment, he was my uncle who had come from Dubai after ten years!

Exercise 6

Work in pairs and write a narrative paragraph like the one above, using at least 6 of the prepositions.

2.4 WRITING

Application from a student to the principal requesting for leave due to sickness.

November 12, 2017.

The Principal,

Govt. High School,

Jamshoro.

Respected Sir / Madam,

With due respect I, a student of class VIII, would like to inform you that I was not able to come to school on 8-04-2017 as I was sick.

I would, therefore, like to request you to kindly grant me leave for that day and oblige.

I hope that you will consider my request favourably and grant me leave as I am a very regular student. I shall be very grateful to you.

Thanking you in anticipation.

Yours Sincerely,

Sana Iqbal

Class VIII

Application to the Principal to allow the class to go for a picnic

March 25, 2017.

The Principal,

XYZ School, Karachi.

Subject: Request for allowing the Class VIII students to go for a picnic

Respected Madam / Sir,

This is to state that since our final exams are over, we, the students of class VIII, would like to go to Keenjhar Lake for a picnic. We would like to go on Monday, April 2, at 8 a.m and will return by 5 p.m. We will follow all the school rules. Four of our teachers have agreed to go with us, if you allow.

We request you to please allow us to go and enjoy ourselves before the new term begins. We shall be very thankful to you if you give us permission.

Thanking you in anticipation.

Yours Obediently,

Students of Class VIII

2.4 WRITING

Exercise 1

Work in pairs. Read application (1) and then write an application to the principal of your school requesting for grant of two days' leave as your brother/ sister is getting married. Follow the given sample and write the application in your notebook. You can use any suitable sentences / phrases from the table given below.

Greeting :	• Respected Madam/Sir, • Dear Sir/ Madam,
Opening	• This is to state that I (name) / we, ….. the student (s) of class …. in your school • With due respect I want to say that I am a student of… • It is to request you ….. • This is to inform you that.....
Closure	• I shall be much obliged to you. • I shall be very thankful to you • Thanking you in anticipation • I shall be thankful for your consideration. • I shall be thankful in this regard. • Looking forward to your kind consideration.
Signature	• Yours obediently, • Yours sincerely, • Yours faithfully ,

Exercise 2

Now work individually. Read application (2) and then write an application to the principal of your school requesting for grant of permission for a study tour to your class. Follow the given sample and write an application in your notebook. You can use any suitable sentences / phrases from the table given above.

Study Skills Checklist

What kind of study habits do you have? Read the list below, and put a check mark (✓) against each thing that you do most of the time.

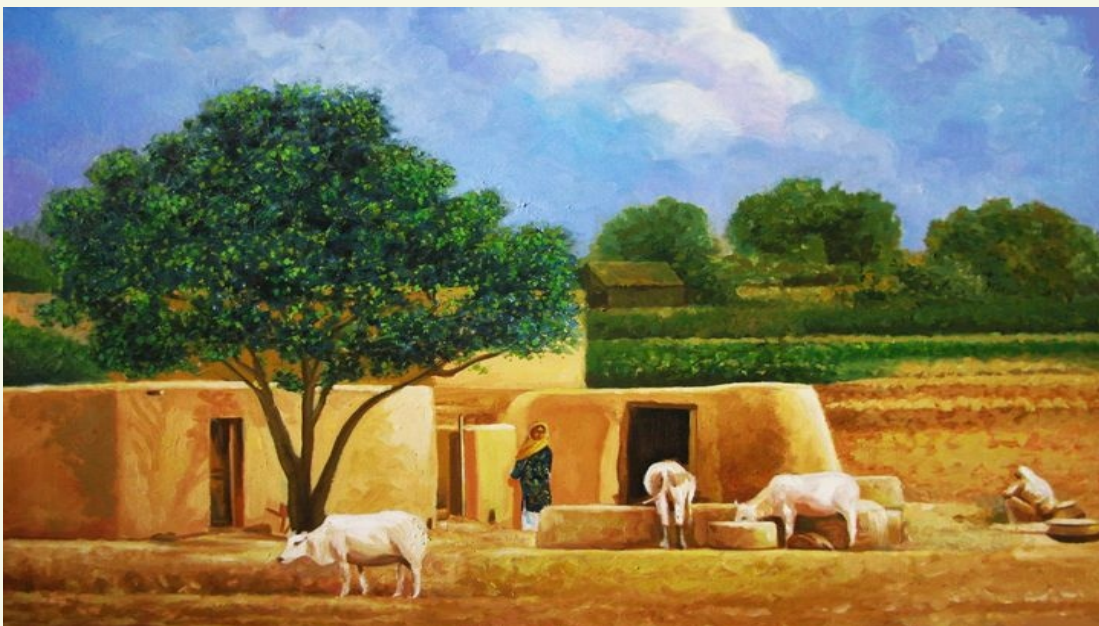
- I always sit in one place to study or to do my homework.
- I have a special place to study that is comfortable and quiet.
- I keep all my study materials in one place including paper, pencils, pens, dictionary, etc.
- I study at about the same time every day, and know that this is the best time for me.
- When I sit down to study, I first of all decide what I will do and in which order will I study; maths first or English.
- I also decide whether I will do all the work at one time or do some work now and some later.
- I usually have enough time to finish my homework.
- I can contact at least one person in my class if I have a question about an assignment.
- I always do some reading for fun and enjoyment.
- I check my bag every night to see that I have all my books and other things that I will need in class the next day.

Now work with your partner and prepare a list of things that you should do but you don't do them.

From this list decide which habit you will change first, second, third and so on. Write the number against each of the things in the order that you plan to change those habits.

2.6 FUN

Plan to hold an exhibition in your class. For this exhibition all of you should prepare colourful posters showing what your village, town or city looks like. For this activity, do the following:

- Work in groups of three
- Think about what kind of a poster to prepare; what to show in the poster that is nice and colourful
- Collect all the material that you will need to make the poster: pencils, colours, pictures, etc
- Decide who will do what; draw, write, colour, etc
- After everyone has completed their work, display your posters in the class
- Pin a piece of blank paper to your poster
- Each student must visit the exhibition and find something to appreciate about each poster
- Write an appreciative comment for each poster on the blank paper that has been pinned to it

UNIT:3 TRAFFIC EDUCATION

What will I learn?

READING

Use pre reading strategies to predict the content of a text from the topic, picture and title by using prior knowledge and asking questions

Skim the text to get a general idea of the text

Deduce the meaning of difficult words from context

Apply critical thinking to interact with the text

Make simple inferences using the context of the text and prior knowledge

Use summary skills to summarize the text

Apply world knowledge and own feelings / opinions to the text read

SPEAKING

Using functional language for asking ideas and opinions

LANGUAGE PRACTICE

Recognise and demonstrate the use of modal verbs learnt earlier; 'must' and 'mustn't'

Make imperative sentences

WRITING

Write formal emails explaining or giving reasons

STUDY SKILLS

Preparing extended outlines for oral and written presentations

FUN

Reading to the news and recording specific details

3.1 READING COMPREHENSION

Pre-Reading

Look at the picture given below. It shows a busy road. Circle the following items in the picture.

a) An over loaded bus
b) A child riding a bicycle
c) A man hanging on the footboard of a bus
d) A motorcyclist

Now use the picture above and orally discuss the following questions:

i. Who is in danger on this busy street? Identify 3-5 individuals.
ii. Work in groups of three and try to find the reasons why the people you identified above are in danger.
iii. The title of the text you are about to read is ***Better Be Safe Than Sorry.*** What do you think the text is about?

Reading Text

Better Be Safe Than Sorry

Do you know anyone who died or was seriously injured in a road accident? Most of us know of someone who has been involved in a road accident in one way or the other. Why do you think accidents happen? It is mainly because most people do not follow the road safety rules. Roads are built to make travel easy for us. We must, therefore, use them carefully so that they become safe for us to travel on. Citizens must understand that undisciplined users cause traffic accidents; and accidents sometimes result in people losing some part of their body or even their lives.

According to information available, all types of road users, including truck and bus drivers, and even pedestrians, are responsible for accidents. Many accidents happen because of careless pedestrians, who cross roads without checking for safety. They also walk on the road instead of using the footpaths. Another major reason why accidents occur is because many motorcyclists ride too fast and do not use helmets to protect their heads. Worst of all, they perform dangerous stunts. Some other causes of accidents are children playing in the streets, beggars dodging traffic, and people selling flowers and other things on the road.

Road users need to be made aware of safety factors that can make roads safe for use. A number of strategies can be adopted for this purpose. The media, both radio and television, can give people road safety instructions through appealing programmes. Schools can contact their local police stations to request traffic education for their students. The traffic police need to teach traffic rules to the people who apply for driving licenses.

Parents also have a big responsibility. They must understand that safe roads will keep their families safe and protect them from the grief and harm that road accidents cause. They need to advise their children on road safety. Sometimes, children who are under-age, drive cars as well as motorcycles that they borrow or

rent. They often drive too fast and carelessly. Here, the parents' role is very important. They must not allow their children to drive without a driving license. Moreover, they should teach them, from an early age, not to play on the roads and how to cross the road safely.

All sources should be used to create safe roads. Textbooks are a good source that can be used to impart traffic education. For example, the "Green Cross Code" can be taught to the children through lessons in textbooks. It is a simple code that people can use while crossing roads. The steps in this code are: stop, look, listen, think and cross. Beside this code, other safety rules can also be taught. For example, pedestrians should be made aware that they should walk on the footpaths, where available. If there are no footpaths, and they have to use the road, then they should use the edge of the road.

Understanding and following traffic rules can help prevent many accidents. Hence, all citizens, especially children, can benefit a lot from being aware about them. Some common safety tips are discussed in the table below.

A. ***Safety Rules for Cyclists***

Do's	Don'ts
Try to stay on the extreme left of the road	Ride without a horn or bell to warn pedestrians
Check your brakes and make sure that they are working properly	Perform stunts
Have lights or reflectors on your bike if you ride at night	Weave in and out of traffic

Note for Teachers: Ask the students to do the pre-reading tasks before asking them to read the text. After they have completed the tasks ask them to read the text silently and do Exercise 1.

B. Safety Rules for Pedestrians

Do's	Don'ts
Use zebra crossings	Run across the road
Wait patiently for the right time to cross the road	Allow young children to cross the road by themselves
Use the Green Cross Code	Cross when the traffic light is green

C. Safety Rules While Using School and Public Transport

Do's	Don'ts
Always hold on to a support if you are standing.	Ride on the footboard or on the roof
Remain seated until it is safe to leave your seat	Get off before the vehicle stops
Get on to the bus without pushing people	Lean out of windows of moving vehicles

D. Safety Rules for Motorcycle Pillion Riders

Do's	Don'ts
Wear a helmet	Ask the driver to drive fast
Take care of your clothes so that they are not caught in the wheels	Dangle your feet
Hold on to something to keep your balance	Distract the driver

3.1 READING COMPREHENSION

While Reading

Exercise 1

(i) The text has _________ paragraphs.

(ii) The table gives safety tips for _________ types of road users.

(Iii) The table has a total of _______ tips for each type of road user; _______ things that they must do and _______ things that they should not do.

Vocabulary

Exercise 2

Words given in bold below have been taken from the text. To understand their meaning, three options have been given for each word. Underline the correct answers from the choices provided. The first one has been done as an example.

1. People who display **undisciplined** behaviour usually
   (a) make rules (b) <u>break rules</u> (c) maintain rules

2. **Pedestrians** are people who use the road for
   (a) driving (b) walking (c) car racing

3. **Stunts** are actions that are often
   (a) foolish (b) safe (c) dangerous

4. Beggars who can be seen **dodging** traffic are the ones who
   (a) stop the traffic (b) walk when the traffic stops (c) walk in and out of moving traffic

5. Different **strategies** can be used means that we can use different
   (a) programmes (b) ways of doing things (c) thoughts

6. **Appealing** programmes are the programmes that people
   (a) always like to watch (b) do not watch (c) watch sometimes

7. For driving a car, **under-age** children are those who are less than
   (a) 10 years old (b) 14 years old (c) 18 years old

8. Teachers **impart** education to the children means that they
   (a) provide education (b) support education (c) stop education

9. At night, traffic police often wear jackets with **reflectors** because when light falls on them they
   (a) shine (b) turn black (c) show the way

10. **Pillion riders** are those people on a cycle or motorbike who
   (a) sit behind the driver (b) stand and drive (c) sit on the driver's seat

11. People who **dangle** their feet
   (a) put them on the wheel (b) hang them in the air (c) keep them on the seat

12. Passengers who **distract** the drivers
   (a) warn them (b) guide them (c) take away their attention

Exercise 3

Work in pairs and complete the sentences below with one of the words, written in bold in Exercise 2. You can use one word only once.

i. Parents must not allow ________________ children to drive.
ii. Teachers use a number of ________________ to help students learn well.
iii. If passengers _________________ the driver there can be an accident.
iv. The principal was upset with the _________________ behaviour of the students.
v. _________________ should not ask the drivers to drive fast.
vi. The _____________________ should not walk in the middle of the road
vii. The motorcyclist was performing __________________ when he had an accident.
viii. People sitting on a moving motorcycle should not ______________ their feet.
ix. Companies try to make _________________ advertisements to make people buy their products.
x. Our teachers _________________ education by telling us interesting stories during the morning assembly, once a week.
xi. Crossing busy roads by _________________ the traffic is dangerous.
xii. My brother has put _________________ on his bicycle so that drivers of other vehicles can see him at night.

Exercise 4

Quickly review the paragraphs and match them with the main ideas provided. Write the paragraph number in the given column. One has been done as an example.

Main Idea	Paragraph No
The role of the media, school and traffic police	
Textbooks and road safety	
The role of parents in road safety	
Road accidents happen because people do not follow traffic rules	1
Safety tips for road users	
Three types of people are responsible for most accidents	

Post Reading

Exercise 5

Read the following statements. If the statement is True write (T) if it is False write (F). Use the blanks provided alongside the statements to write your answers. The first one has been done for you.

1. If we follow the traffic rules, we can prevent deaths and injuries on the road. **T**
2. Pedestrians are responsible for many of the recorded road accidents. ____
3. Most motorcyclists are very careful and drive slowly. ____
4. Awareness is possible only if we make traffic laws. ____
5. The media can teach people about road safety only through news. ____
6. Both parents and schools have a duty to teach about road safety. ____
7. Stop, look, listen, think and cross is called the Green Cross Code. ____
8. Cyclists do not have to follow any rules. ____
9. Bus users must also follow rules. ____
10. Zebra crossings are safe points for crossing roads. ____

Exercise 6

Work in pairs and complete the following summary of the text by using the words provided below. You can use one word only once. Write the complete summary in your notebooks.

Paragraph 1: helmets beggars follow accidents carelessly footpaths play

Paragraph 2: motorcycles education interesting cross under-age side think television look safety different walking

Paragraph 3: patiently across vehicles extreme citizens

Many people die or are injured in road ____________. This is because people do not ____________ the road safety rules. Pedestrians cross roads____________ and do not use the ____________. Motorcyclists drive fast and do not wear____________ . Children ____________ in the streets and ____________ and people selling different things walk on the roads.

People should be taught road ____________ rules. This can be done in ____________ ways. Radio and ____________ can teach road safety rules through ____________ programmes. Schools can have traffic ____________ programmes. Parents should not allow ____________ children to drive cars or ____________. Lessons in textbooks can teach simple rules like the "Green ____________ code", which is stop, ____________, listen, ____________ and cross. They can also teach rules about ____________ on the footpath or the ____________ of the road if there is no footpath.

All ____________ can remain safe on the roads if they follow rules. Cyclists should stay on the ____________ left on the road. Pedestrians should not run ____________ the road. They should wait ____________ and cross when it is safe. People should not get off moving ____________. Motorcyclists should wear helmets.

Exercise 7

Work in pairs and discuss the following questions. After you have orally discussed all the questions, write the answers in your notebook.

i. Which category of road user do you belong to? You can choose as many categories as you want from the four categories given in the table.

ii. Are any of the rules from the category that you belong to new for you? Which one(s)?

iii. Many people do not follow all the rules that they already know. Why do you think this happens?

iv. As a pillion rider, what two pieces of advice will you give to a motorcyclist?

v. Your brother usually walks home from work. Give him one suggestion that he can easily follow to remain safe from traffic accidents.

3.2 SPEAKING

Asking for and expressing opinions

Read the following dialogues carefully. The bold words are used for asking opinions and the words in bold and italics are for expressing opinions.

Practice these dialogues in groups of three. Practise this dialogue at least three times, each student taking turns to play each role.

Ahmed **What do you think** about working part-time after school?

Sameer It's a good idea! **What do you say,** Nadeem?

Nadeem I like it, ***but I think*** our first responsibility is our education.

Sameer **What is your opinion,** Ahmed?

Ahmed Well, ***I think it is indeed a good way*** to support our parents. ***But, yes,*** we must do it in a way that our studies are not affected.

Nadeem ***Yes, That's right. I agree with you.***

Now work in groups of three again and use the expressions given in the above situations to write short dialogues on any one of the following situations.

i. Three friends asking each other's opinion about taking tuitions to pass the exams.

ii. Three friends asking each other's opinion about the use of mobile phones in schools.

After you have written the dialogue, practise this conversation in groups of three. Practise this dialogue at least three times, with each student taking turns to play each role.

Note for Teachers: Divide the class in groups of three and ask them to practise the dialogue at least three times, by each student taking the role of a different character each time. Make sure that they use the correct pronunciation and intonation. The students must practise the other two dialogues in a similar way. You can ask some students to roleplay their dialogue in front of the class.

MODAL VERBS 'MUST' AND 'MUSTN'T'

The modal 'must' is usually used to show that doing something is very necessary; it has to be done. Whereas, 'mustn't' is used when we need to be careful not to do something because it is wrong, bad, or dangerous.

Examples: We ***must*** wash our hands before our meals.
The students ***mustn't*** be late for school.

Exercise 1

Here is a list of ten things; students must do five of these and mustn't do five. Put these under the respective headings in the table given below.

exercise regularly
behave rudely
shout in class
study hard
obey their teachers
follow the school rules
break the school furniture
miss their classes
do their homework
write on the school wall or furniture

S.No.	MUST DO	MUSTN'T DO
1		
2		
3		
4		
5		

3.3 LANGUAGE PRACTICE

Exercise 2

Work with a partner and discuss the following statements. After you have discussed, write the complete statements in your notebook.

1. A good friend must_______________________________________
2. A good friend mustn't_____________________________________
3. A good teacher must______________________________________
4. A good teacher mustn't____________________________________
5. A good classmate must____________________________________
6. A good classmate mustn't__________________________________
7. A good brother or sister must______________________________
8. A good brother or sister mustn't____________________________
9. A good parent must_______________________________________
10. A good parent mustn't____________________________________
11. A good son or daughter must______________________________
12. A good son or daughter mustn't____________________________
13. A good neighbour must____________________________________
14. A good neighbour mustn't__________________________________
15. A good citizen must______________________________________
16. A good citizen mustn't____________________________________

Note for Teachers: Divide the students in pairs and ask them to orally discuss all the statements. Do one or two statements with the entire class so that the students understand what they need to do. You may write the first two statements on the board and ask the students about how to complete the two sentences according to what they think a good friend must and mustn't do.

Exercise 3

Work in groups of four. Identify at least three problems in your environment. Next, discuss at least two things that you must do and two things you mustn't do with respect to each problem. Fill the information in the following table.

S.No.	Problem No. 1: Garbage around the house	
	Must Do	**Mustn't Do**
1.	Talk to the people to find a solution	Throw garbage around the house
2.		
	Problem No. 2:	
	Must Do	**Mustn't Do**
1.		
2.		
	Problem No. 3:	
	Must Do	**Mustn't Do**
1.		
2.		

After you have discussed and filled the table, write in your notebook the problem and the things that you must do and mustn't do in order to overcome it.

Next, prepare a short speech to tell your classmates what problems had been identified by your group and what you plan to do about them so that you can contribute in solving the problems that you and your neighbours are facing.

Imperative Sentences

One kind of sentence in English is the **imperative**. Imperative sentences begin with a verb. Read the following sentences:

Come here.
Give me your pen.
Pass the salt.

Imperatives are used to make informal requests, as in the sentences above.
Imperatives are also used to provide instructions, to give directions and to state rules. For example:

Print on both sides of the sheet.
Turn right at the traffic signal.
Fasten seat belts.

Note for Teachers: You can ask some of the students to speak at the school assembly in order to encourage all the students to participate in solving the problems.

Exercise 4

Your mother is sick so you offer to wash up the dishes after dinner. Since you are doing this for the first time, your mother gives you instructions. You decide to write everything down because you don't want to disturb your mother again and again. Here are the verbs she used. Complete the set of instructions below using the verbs given in the list. You can use each verb only once. The first one has been done as an example.

List of Verbs: scrub wash dry separate keep apply take rinse

1. __*Take*__all the utensils, glasses, dishes etc. to the washing area.
2. ________them into different piles.
3. ________the small things, like spoons, bowls and things made of glass first.
4. ________soap to all the things mentioned above and then rinse them with water.
5. ________all the other utensils properly using the washing powder and soap.
6. ________all the scrubbed utensils one by one.
7. ________them with a clean towel.
8. ________them in their proper place.

Exercise 5

Look at the pictures and write appropriate sentences in your notebook to instruct your younger brother or sister on how to make tea and serve it to the guests. You may take any word from groups 1 and 2 given in the word bank below or use other words. Take only those words that you need, not all the words. However, use all the words in group 3.

After you have written down all the instructions, discuss with your partner.

3.3 LANGUAGE PRACTICE

Word Bank

Group 1:	plate	pan	kettle	cup	mug	spoon	tray	stove
Group 2:	biscuits	water	sugar	tea leaves		tea bags		milk
Group 3:	boil	pour	stir add	take	heat	put	serve	fill

1

2

3

4

3 minutes

5

6

7

Note for Teachers: Tell the students that Group 1 contains words about the things that they will need; Group 2 the things they can use for making and serving tea ; and Group 3 the action words (verbs). Remind them to start their instructions with verbs.

Exercise 6

Imagine, your class has a new teacher. He/ She wants the class to help her make some rules that all the students must follow. He/ She asks you to write the rules. Work in groups of three and prepare a list of 4-6 rules that students must follow in class. One example has been given.

Wear neat and clean uniforms.

____

____

____

____

____

____

____

____

____

____

____

Note for Teachers: Divide the class into groups of three. Tell them to write at least four rules. Remind them to start each rule with a verb. The group with the best and most rules would be the winner. You may change this activity into a competition by asking students to write more rules.

Writing a formal email

Read the given sample of email and notice these points:

- An email has certain sections at the top: To, cc, subject
- Both you and the person to whom you send an email have an email address. For example, bilawal.nadeem@yahoo.com OR chairman@uc.dadu.com
- In the 'To' column you write the email address of the person to whom you are writing the email
- If you want to send a copy to other people you write their email address in the 'cc' column. For example samnal88@gmail.com
- Now comes the email. Here are some tips to follow:
  - Write the salutation
  - Come straight to the point
  - State who you are, what you want and why
  - Formally request for the same
  - Write the concluding remarks
  - End appropriately
  - Write your full name

SAMPLE EMAIL.
To: chairman@uc.dadu.com
Cc: samnal88@gmail.com
Subject: request for Residence Certificate
Dear Sir, I am a resident of Muslimabad, Muhalla Mehar, District Dadu. I have been living here since the last ten years. I want to appear for an entry test at the Liaquat University of Medical and Health Sciences (LUMHS), Jamshoro. For this purpose I have to submit a Residence Certificate along with the form. In this regard, I would like to request you to kindly issue me a Residence Certificate so that I can submit my entry form within the given time. Looking forward to your kind consideration. Yours Sincerely, Bilawal Nadeem

Exercise 1

Work in pairs and write a formal email to the traffic department to arrange a road safety awareness programme in your school. Follow all the steps explained earlier. After you have written, exchange your email with another pair and read their email.

You can take help from the table given below to select the words you need.

Section of email	Some words that can be used
Begin with a salutation	• Dear Madam or Sir • Dear Ms/ Mr … [if you know the name]
State your purpose	• I am writing to ask you….. • I would like to request you ….. • I would like to inform you…… • I would appreciate if you……….. • With reference to our telephonic conversation • I am writing in reference to ....
Conclusion	• Thank you for your cooperation. • Thank you for your kind consideration. • I look forward to hearing from you.
Close with any of the given words before writing your name at the end	• Yours sincerely • Yours faithfully • Respectfully

Exercise 2

Now, work individually and write a formal email to any one of the following. Follow all the steps explained above. After you have written, exchange your email with your partner.

You can take help from the given table to select the words you need.

1. The Nazim of the city /town asking him/ her to ensure that the people know the Traffic Safety rules before they are given a driving licence.

2. A news channel to produce some entertaining TV programmes on traffic safety.

Note for Teachers: While the students are doing their work, walk around to ensure that they have understood what needs to be done and that they are following all the steps. At the end you may ask some of the students to read out their email to the whole class.

Extended Outline

You have learned in Unit 1 how to prepare a basic outline. Now it is time to practise extended outlines. Such outlines will help you add the appropriate details that you require to express your ideas.

Here is a sample of how an outline is formatted:

Title

Introduction

A. Greeting

B. Introductory statements

C. The objective or purpose of the presentation

First main point

A. Supporting point 1 + details, if any

B. Supporting point 2 + details, if any

C. Supporting point 3 + details, if any

Second main point

A. Supporting point 1 + details, if any

B. Supporting point 2 + details, if any

C. Supporting point 3 + details, if any

Conclusion

A. Concluding words (In the end, Finally, To sum up, etc.)

B. Summary of main points

C. Suggestions/ ideas/ recommendations

Note: You can have any number of points and any number of supporting points and details.

Note for Teachers: Explain to the students that this is a sample of how to develop an extended outline. The number of main points, supporting points and other details can be different for different tasks. Also explain to them that in point 'C' of conclusion they have a choice; they can either give a suggestion, or an idea, or a recommendation.

Exercise 1

Work in groups of three. Follow the given guidelines and prepare a presentation outline on one of the topics given below. You will then have to give a group presentation in front of the class.

1. The Importance of Reading
2. Three Places in Pakistan that Students Should Visit
3. Why Should We Learn English

Make sure that you follow these steps:

- Do the brainstorming
- Select the main points that you want to discuss
- Decide what supporting points you will use to explain your main point
- Choose the details that will help you explain in more detail (examples, reasons, facts and figures, small stories, an interesting incident, a small joke, etc.)
- Follow the steps given above for developing your presentation outline
- Check to see if you have used the language correctly
- Take help from someone who can help and guide you (your teacher when you are working in the class)

After you have developed the outline, decide who will present which part. If you have time, practise giving the presentation so that you know how and when one student will follow another.

Note for Teachers: Make sure that all the students have understood what they are supposed to do. Tell them that they will have to give a group presentation, which means that all of them will have to speak. So, after they have developed their outline, they should decide which one of them will present which part. Tell them that if they will practise giving the presentation before giving it to the class they will be able to decide how and when one student will follow another.

Reading the news

Work in pairs. Read the given news items and fill the details in the table given below, as required. The pair that finishes first and fills all columns correctly will win.

News 1: Express News
Hyderabad, Dec 5: At least five people, including two children, were killed in a car-motorcycle collision during rain in Shahdadkot, in Sindh.
News 2: DAWN
Rawalpindi, Jan 21: For the first time, women's transport service has been launched between the twin cities of Rawalpindi and Islamabad. Women will now be able to travel using comfortable, safe and affordable transportation facilities from Monday, February 4, 2014.
News 3: The Nation
Karachi, Aug 5: The Karachi Traffic police authorities have announced that people breaking some of the traffic rules will now be put in prison for up to two years. The punishment will apply to those who break traffic signals, disobey one-way traffic signs, and travel on the rooftop of buses and coaches.

News item	Name of newspaper	City from where reported	Date of reporting	Who is mentioned	What has been reported
1.					
2.					
3.					

EXPLORING EDUCATIONAL OPPORTUNITIES

What will I learn?

READING

- Use pre-reading strategies to predict the content of a text by using prior knowledge and asking questions
- Infer the theme/ main idea
- Scan to answer short questions
- Make simple inferences using the context of the text and prior knowledge
- Deduce the meanings of difficult words from context
- Read silently with comprehension and extract main idea and supporting details.
- Apply world knowledge and own feelings / opinions to the text read.

SPEAKING

- Use the conventions and dynamics of group discussion and interaction to identify problems, propose solutions

LANGUAGE PRACTICE

- Recognize the rules of, and change the narration of statements
- Adverbs of Manner

WRITING

- Write a simple unified narrative paragraph on a given topic
- Use chronological/sequential/ spatial order of arranging details

STUDY SKILLS

- Learning language by designing and writing flyers

FUN

- Reciting a poem in groups.

4.1 READING COMPREHENSION

Pre-Reading

a. Work in pairs and write down any five professions that you can think of.
b. Choose one profession that you would like to take up in the future.
c. Tell your partner why you want to take up that profession.
d. We are going to read a text titled EDUCATIONAL EXHIBITION. Guess what the text is about.

Note for Teachers: Since the text is a play with 5 scenes, ask the students to roleplay it by reading aloud. Assign different roles to different students for each scene. Also ask one student to read the part in italics. Check that they use the correct tone and pronunciation and that they pause at all the places that they should . After they have read it aloud, ask them to read it silently and do Exercise 1.

Reading Text

EDUCATIONAL EXHIBITION

The management of the Government High School No.2 Shikarpur has organized an educational exhibition in the school playground. Students and their parents have been invited to the exhibition to enable them explore various available educational opportunities that the students can think about.

Educational stalls, cultural stalls, along with various food stalls have been set up nicely, with wonderful cultural music playing in the background to make the environment lively. Students with their parents are walking around and visiting various stalls.

Scene 1

Juma sees Anum , Rehmat and Majid entering the school gate. He quickly gets up from the bench and starts walking towards them. They are all excited about seeing the variety of stalls in the school. They decide to visit the agriculture stall first.

AGRICULTURE STALL

Juma (*in a welcoming way*) Assalam o Alaikum. Welcome to our school.

Agricultural Expert Walekum-Assalam. Welcome to the agriculture stall.

Juma Sir, can you please tell me about the scope of agriculture in Pakistan?

Agricultural Expert Well! I am glad to know that you are interested in this profession, my child. You know that Pakistan is an agricultural country and there are many opportunities in this field.

Anum (*intervening*) What opportunities? Can I also avail these opportunities, being a girl?

Agricultural Expert (*replying enthusiastically*) Yes, why not? There are a number of universities in Pakistan where boys and girls are researching on soil, seeds, water, environment, etc., as agricultural experts. One of you can become an expert if you study agriculture.

Rehmat Wow! Great, I didn't know about this earlier. For me, agriculture is only about growing crops, as a farmer.

Agricultural Expert No, that's a myth. There are many branches of agriculture, but the major ones are: Agronomy, Horticulture, Agricultural Engineering, Agricultural Economics and Animal Science.

Majid This is really interesting! Could you please explain these specialized branches of agriculture?

Agricultural Expert Sure! Your motivation reflects your interest in agriculture. *(Turning towards the well displayed models elaborating the branches of agriculture).* Agronomy deals with soil management and the growing of crops. Horticulture deals with the cultivation of fruits, vegetables and flowers. Agricultural engineering involves knowledge of farm machines and equipment. It also deals with developing new systems and practices to address problems facing agriculture. Agricultural Economics deals with the business side of farming. Animal Science is basically the breeding and caring of animals for specific purposes, such as for their meat, milk and fur.

The students thank the expert and move towards the next stall.

Scene II

COMMERCE STALL

The stall is well equipped with a multimedia and banners of popular banks. A well-dressed man, who is the manager of a bank, is guiding people about the field of Commerce. Rehmat sees Sonia, her class fellow, waiting for her turn. The group of students joins Sonia at the Commerce stall.

Sonia Good morning, Sir! I'm here to get some information about the commerce field. Can you please guide me about this field and its benefits?

Manager *(cheerfully)* Sure! I'm glad to see your curiosity in commerce. Well, the activity of buying and selling, especially on a large scale, is commerce. Through commerce education, a student is exposed to the environment of the business world. It is helpful for preparing students for employment in the commerce, finance and business fields and for establishing their own business.

Rehmat I think this field will help me in setting up my own business anywhere in the world. Is there any other advantage?

Manager *(in an optimistic way)* Yes! Besides this, it also prepares students to meet the global business challenges and compete in the international market. It can guide young graduates become successful business people of tomorrow, in the fast changing business world.

Majid Well, if I'm interested in a job, what departments will offer me jobs after completing commerce education?

Manager *(happily)* This is really a good question. There are various departments, like banking and finance, business and trade, economics, and so on.

The students thank the manager and walk to the next stall.

Scene III

COMPUTER SCIENCES STALL

Rehmat points at the computers in the computer stall. The children are amazed to see the well-equipped, high tech, new generation computers. Many other students are also standing at the stall.

Sonia Wow! Computers in our school! Let's see what we can learn from this stall.

IT Expert *(in a welcoming manner)* Welcome to the computer science stall. Here we have valuable information about your possible future profession in computers.

Sudheer (*overjoyed*) Sir, How can computer science help our future career development?

IT Expert (*eagerly*) Dear students, the world is progressing rapidly due to IT and almost all the things are controlled with computers.

Zainab (*in an inquisitive way*) How is this possible?

IT Expert Anything can be done by the computers. One can communicate with anybody across the world. All our official and unofficial work can be done through computers. Moreover, computers have brought a dramatic change in education.

Majid (*interrupting*) What about fun in computers?

IT Expert Oh! I'm sorry I didn't tell you about that. Well, you can play games on the computers. You can watch animated movies, as if you are a part of the movies, through 3D films*.

The students are very excited to hear all this. They thank the IT Expert and head towards the next stall.

Scene IV

MEDICAL AND ENGINEERING STALL

This stall looks like it is for doctors and engineers. So, the friends decide to go there and gather information about these noble professions. The doctor is briefing a group of children about his field.

Doctor Well, doctors are the backbone of a society. Whether you want to be a doctor, a dentist, or a nurse you will be curing diseases and solving physical problems, thereby serving humanity.

Fehmida Sir, people generally give importance to doctors; why not nurses?

Note : * 3D Films: films that one watches by wearing special glasses; they make one feel a part of the film.

Doctor That's really a wonderful question. Nursing is one of the noblest professions because nurses look after the patients with love and care. More people should take up nursing as a career.

Anum My father is a doctor but I want to be an engineer. So, what is the scope of engineering in Pakistan?

Majid (*joining in*) I also want to be an engineer.

Engineer Well, my child, there are many fields, like Mechanical, Electrical, Civil, Electronics, etc. Many students are confused about which field of engineering to study. All fields have almost the same growth and scope. However, one should choose a field according to the present and future conditions. In Pakistan, currently, the job scope is better in electrical and electronics engineering; but civil engineers are often paid more than electrical and electronics engineers.

The children and their parents leave the stall after thanking the doctors and engineers. The students are now beginning to feel tired so they head towards the food stalls.

Scene V

FOOD STALLS

While enjoying delicious food they discuss their possible future field.

Juma This was an amazing experience, learning about these professions. I have planned to become a civil engineer. What about you, Majid?

Majid I'd prefer to be an agricultural engineer because my father is a farmer and I would like to help him in this field.

Zainab My parents want me to become a bank manager. What about you, Sudheer?

Sudheer I love serving human beings so I want to be a male nurse.

Juma But your parents may not agree with you.

Sudheer I will try to convince them.

Anum That's great, Sudheer. But I want to be an electronics engineer. My parents prefer this profession the most.

Sonia: Many of my family members are suffering from dental problems. So, I think it would be a good idea for me to do Bachelors in Dental Surgery (BDS). Rehmat, what is your future plan?

Rehmat: I have no plans as yet. I will think and discuss with my parents.

At 5:00 pm, after enjoying the food at the food stalls, with cultural songs playing in the background, and having talked to different educational experts, the students, along with their parents leave the school playground with great optimism. The exhibition had served its purpose.

While Reading

Exercise 1

Read the text and do the following exercise in your notebook.

i. There are ___________ scenes in the text.

ii. List the stalls in the order in which the students visited them.

iii. Write the names of all the students mentioned in the text.

Vocabulary

Exercise 2

Match the words with their meanings and write the answers in the answer column. One example is given in the table.

Scene I				
S.No.	**Words**	**Ans**	**S.No.**	**Meaning**
1.	scope	d	a.	chances
2.	opportunities		b.	shows
3.	myth		c.	increasing the number of animals through birth
4.	reflects		d.	range of choices
5.	breeding		e.	stories that many people believe but are not true

Scene II

S.No.	Words	Ans	S.No.	Meaning
6.	curiosity		f.	at the world level
7.	exposed		g.	wanting to know about everything
8.	global		h.	possible problems and issues
9.	challenges		i.	shown what something is like

Scene III

S.No.	Words	Ans	S.No.	Meaning
10.	valuable		j.	sudden and great
11.	rapidly		k.	get in touch with or talk to
12.	communicate		l.	pictures that move
13.	dramatic		m.	quickly
14.	animated		n.	useful or important

Scene IV & V

S.No.	Words	Ans	S.No.	Meaning
15.	backbone		o.	try and make someone accept something
16.	currently		p.	a feeling that good things will happen
17.	amazing		q.	related to the teeth
18.	convince		r.	the most important part
19.	dental		s.	pleasurable
20.	optimism		t.	at present

Post Reading

Exercise 3

Match the following branches of agriculture with their description. Write your answers in the answer column. One has been done as an example.

Branch	Description	Answer
1. Agronomy	a) It is basically the breeding and caring of animals for specific purposes, such as for their meat, milk and fur.	1 d
2. Horticulture	b) It deals with the business end of farming.	
3. Agricultural Engineering	C) It deals with the cultivation of fruits, vegetables and flowers.	
4. Agricultural Economics	d) It deals with soil management and the growing of crops.	
5. Animal Science	e) It involves knowledge of farm machines and equipment. It also deals with developing new systems and practices to address problems facing agriculture.	

Note for Teachers: Ask students if they know about any other field related to agriculture.

Exercise 4

The following statements have been taken from each scene of the play, as indicated. Read the text and write (T) true and (F) false statements in the answer column.

Scene	Statements	Answer
Scene I	i.Agriculture is a field for boys.	
	ii.Four branches of agriculture are mentioned in the text.	
	iii.Horticulture is the field of agriculture which deals with animal sciences.	
	iv.Agricultural engineering is the study related to the mechanical side of agriculture.	
Scene II	i.Scene two is about a medical stall.	
	ii.Commerce is a field related to business.	
	iii.Rehmat was interested in establishing business in Lahore.	
	iv.Studying commerce means learning about making money.	
Scene III	i.The stalls were fully equipped with modern technology.	
	ii.Communication is easily possible within and outside a country.	
	iii.IT is slowing down the work in offices.	
	iv.Computer science is only about having fun.	
Scene IV	i.Doctors serve humanity.	
	ii.Anum's father was a doctor.	
	iii.Anum wanted to be an engineer.	
	iv.Mechanical engineers are paid highly.	
Scene V	i.Juma planned to be a doctor.	
	ii.Majid 's father was a farmer.	
	iii.Sudheer wanted to be an architect.	
	iv.Rehmat planned to be a mechanical engineer.	

Exercise 5

Read the text and answer the following questions in your notebook. Once you have written all the answers, discuss with your partner.

Q. 1 What benefits can students get from commerce education, as mentioned in scene II?

Q. 2 Why were the students excited about the computer stall in scene III?

Q. 3 What importance of computer science in the modern world is mentioned in scene III?

Q. 4 Make a list of the fields in engineering, as discussed in scene IV.

Q. 5 Write down the medical fields mentioned in scene IV.

Exercise 6

Carry out a survey to find out the most popular and the least popular professional field among your class fellows. Ask all your classmates which field they would like to take and write only their first names in the given column.

Professional Field	Name of Student	Total
Agriculture		
Commerce		
Computer Science		
Engineering		
Medical Science		
Any Other		

Note for Teachers: Tell the students that if some student mention a field that is not in the list, they should write that student's name in any other column.

Exercise 7

After collecting the data, analyze it by putting the information in the sentences given below. Write the complete sentences in your notebook.

i. The most popular professional field in my class is_______________.
ii. The least popular professional field is_______________.
iii. ______students are interested in Agriculture.
iv. ______students want to take Commerce.
v. The number of students interested in Computer Science is ______.
vi. ______students are interested in Medical Science.
vii. ______students want to study Engineering.
viii. While ______students are interested in other fields.

Exercise 8

Which field would you choose for your future and why? Write the answer in your notebook.

After you have written your answer share your future plans with your partner.

Note for Teachers: Tell the students to move about the class and ask the question. Remind them to talk softly so as not to disturb the other classes .

4.2 SPEAKING

Use the conventions and dynamics of group discussion and interaction to identify problems and propose solutions

Work in groups of four and rehearse the following dialogue at least three times. You should take a different role each time.

Waheed	Why do you seem cross today?
Hamid	On the way to school, I saw many children wandering around the streets and playing.
Waheed	Oh! That's very sad. They should come to school.
Hamid	But, what can we do in this regard?
Noman	We can meet their parents and ask them to send their children to school.
Zahid	Yes. We should meet the elders of the village and ask them to take some steps in this regard.
Waheed	Perfect! This is an excellent idea. Let's meet them this evening.

After practising the above dialogues, work in groups of four and speak to each other on the situations given below.

i. Children suffering from Malaria
ii. Lack of public transport
iii. Cleanliness

4.3 LANGUAGE PRACTICE

Rules for Indirect Speech

* Present simple tense is changed into Past simple
* Past simple tense is changed into Past Perfect
* Present Continuous tense is changed into Past continuous
* Past Continuous tense is changed into Past perfect continuous
* Present Perfect tense is changed into Past perfect tense
* Present Perfect Continuous tense into Past perfect continuous
* Past perfect tense and past perfect continuous tense remain same

Examples:

He said, “I work in a factory.”

(Direct speech)

He said that he worked in a factory.

(Indirect speech)

They said, “We are going to the cinema.”

(Direct speech)

They said that they were going to the cinema.

(Indirect speech)

Direct Speech	Indirect Speech
will	would
shall	should
may	might
can	could
now	then
here	there
this	that
these	those
today	that day
tonight	that night
last night	the previous night
yesterday	the previous day
tomorrow	the next day

Note for Teachers: Remind students about the rules they have learnt in class 7 and make sure that they learn and remember these rules too.

Exercise 1

Work in pairs and complete the following sentences in the indirect speech. Do the exercise orally at first and then write all the sentences in your notebook.

1. Mujeeb said to him, “I cannot meet you after school today.”
   Mujeeb said to him that he ____________ him after school __________.
2. Seema said, “The food is very tasty here.”
   Seema said that the food ____________ very tasty ______.
3. I said to Murad, “I am going to ride my bike to work from tomorrow.”
   I said to Murad that I _________________ my bike to work from the ________.
4. My parents said, “We have been to Lahore several times.”
   My parents said that they ______________ to Lahore several times.
5. Hania said to her, “I forgot to call my mother this evening.”
   Hania said to her that she _______________ to call her mother _________.
6. We said to the teacher, “We will complete our work by next week.”
   We said to our teacher that we ________________ our work by__________.
7. Manmohan said, “I will visit Quetta next year.”
   Manmohan said that he ____________ Quetta the following year.
8. Fahim's boss said to his employees, “The meeting will start at 2:00 pm today.”
   Fahim’s boss said to his employees that the meeting ______________ at 2:00 pm____________.
9. All the mechanics said to us, “We cannot fix your car.”
   All the mechanics said to us that they ____________ our car.
10. My brother said to him, “I've already seen this movie.”
    My brother said to him that he _____already_________ _________movie.

Exercise 2

Change the sentences below from Direct speech into Indirect speech.

1. Shah said, “I don't like seafood.”
2. I said, “I was sleeping when you came last night.”
3. Mariam said, “I am planning to go to Turkey next summer.”
4. Deeba said, “We visited our grandmother last summer.”
5. Rashid said, “We’re going to visit my aunt this evening.”
6. My sister said, “I have to finish my report by tonight.”
7. The little girl said, “I can't read Farsi.”
8. My classmates said, “We will come to the presentation tomorrow.”
9. Safdar said to me, “I can meet you today at noon.”
10. All of us said, “We will be in college next year.”

Exercise 3

Work with a partner and change the following dialogue into indirect speech. Write this in your notebook. You may begin like this.

Zeenat said that her sister was getting married the next day. Najma replied that...

Zeenat My sister is getting married tomorrow.

Najma I know. My mother told me yesterday.

Zeenat I will wear a blue shalwar kameez and my mother will wear a yellow dress.

Mahnoor This is why you were absent last week.

Zeenat I had to go and invite people for the wedding.

Najma Last night my mother told me that we had been invited to the wedding.

Mahnoor My sister also told me that we will go to the wedding.

Zeenat We have invited all our friends and family to the wedding. It will be great fun.

Adverbs of Manner

Adverbs of manner tell us about how an action was carried out.

Most, though not all, adverbs end in 'ly'. Adverbs of manner are usually in end position, but sometimes they are in the mid position.

Example: My sister left the room ***quickly***.

The policeman ***easily*** caught the thief.

Adverbs can be formed from adjectives by adding 'ly.'

However, there are some rules to follow.

Some adverbs are formed by just adding 'ly' to the adjectives.

Example: proud, proudly.

In adjectives ending in 'y' the 'y' is usually dropped and 'ily' is added .

Example: lucky, luckily.

In adjectives ending in 'le', the 'e' is usually dropped and ‘y’ is added.

Example: noble. nobly.

Exercise 4: Follow the rules above and fill the following table. Do it in your notebooks

glad		hungry		true		hopeful	
clever		lazy		simple		thankful	
poor		noisy		gentle		grateful	
sudden		easy		comfortable		careful	
quick		angry		possible		peaceful	
cheap		heavy		idle			
patient							
real							
proper							

Note for Teachers: Explain to the students what an adverb is. Tell them that an adverb tells us more about the verb, for example how an action is carried out. Tell them more definition of adverbs too.

4.3 LANGUAGE PRACTICE

Exercise 5: Complete the following sentences by adding one adverb. You can use any adverb from the table above but you can use one adverb only once. Do the exercise in your notebooks. After you have completed, discuss your answers with your partner.

1. They were sitting ________ and talking when they heard a loud noise.
2. The lights went off ________ so the program had to end.
3. All the students were able to do the math paper ________.
4. We should all live ________ with our neighbours.
5. The chairman left the meeting _______ because his wife was sick.
6. The people had not had food for two days so they ate ________.
7. The nurse lifted the baby ________ and changed her clothes.
8. The office clerk _______ took the money that his boss gave him

Exercise 6: Work in pairs and complete the following dialogue. Discuss it orally at first and then write the complete dialogue in your notebooks.

Kamran Why did Mariam leave the room _______?

Saba She was upset because although she had done her work _______ she had made a big mistake.

Kamran But she could have _______ explained to us and we would have understood.

Saba I know. _______ she will be alright by lunch time.

Bano Do you _______ believe so?

Saba I think if we _______ wait until she feels alright there will be no problem.

Kamran I _______ don't understand how could a clever girl like Mariam make such a mistake?

Saba People who always do their work _______ get upset when things go wrong.

Bano _______ , her mood will get better by lunch time. She is such a jolly person, I don't want her to be sad.

Note for Teachers: Once the students have completed the exercise, ask some of them to come in front of the class and roleplay it.

4.4 WRITING

Exercise 1

Read the text in section 4.1 again. You can see that Majid visited all the stalls. Write a paragraph to show the order in which he visited the stalls. Use words like first, next, then, after that, and finally, to show the order. You can begin like this:

The Government ________________________________ organised an __________ exhibition. All the children and their _______ visited the stalls. Majid first visited the __________ stall. He asked the __________ expert about ____________________. Next, he ___________________. He asked __________________________. Then, he _________________. He ___________________________. Finally, _____________________. He ________________________. After visiting all the stalls he decided to become _________________ so that he could_____________________________.

Exercise 2

Work in pairs and complete the following by writing a short narrative paragraph. Write the complete paragraph in your notebook.

Today , when I reached near the school gate....................................
....
....
....

Exercise 3

Write an incident from your life with the help of the following instructions:

Use the past tense
Use adjectives and adverbs in order to give details
Use appropriate transitional words to show the order of events

Note for Teachers: Tell the students that while writing the paragraph they should use words like first, next, then, after that, finally, to clearly show the order in which things happened.

Exercise 1

Look at the flyer. Observe all the details about the event.

SHIKARPUR

Grow With Tradition

Join us for

EXHIBITION

GOVERNMENT HIGH SCHOOL 2

December 17, 2017
2 P.M at
Playground Govt: High School 2
Shikarpur

Educational Opportunities for Students
Learning and Fun for Elders

* Enjoy plenty of kids' activities
* Sample some tasty food
* Educational Opportunities Stall
* Talk with Experts
* And much more!

ADMIN OF GOVERNMENT HIGH SCHOOL 2
SHIKARPUR

Now fill the information given in the flyer in the following card.

INFORMATION CARD

Event Title______________________________

Date______________________________

Day______________________________

Timing______________________________

Venue______________________________

Activities______________________________

Exercise 2

Choose any event like Eid Mela, Food Festival, Cultural Day, Book Fair etc. and design a flyer on a paper. First, fill an information card like the one given above. Then develop a colourful flyer.

4.6 FUN

The whole class should split up into four groups. The groups should be numbered 1, 2, 3, and 4. Group 1 should read the first line of each verse, Group 2 the second line, Group 3 the third line, and Group 4 the fourth line. Recite the poem loudly in groups.

We'll begin with a box, and the plural is boxes,
Should the plural of ox be oxes not oxen.
One fowl is a goose, but two are called geese,
Yet the plural of moose should never be meese.

You may find a lone mouse or a nest full of mice,
But the plural of house is houses, not hice.
If the plural of man is always called men,
Why shouldn't the plural of pan be called pen?

If I spoke of my foot and showed you my feet,
When I give you a boot, would a pair be called beet?
If one is a tooth and a whole set are teeth,
Why shouldn't the plural of booth be called beeth?

If the singular is this, and the plural is these,
Why shouldn't the plural of miss be messe?
Then one may be that, and three would be those,
Yet the plural of hat would never be hose.

We speak of a brother and also of brethren,
But for more than one mother is it methren?
So plurals in English, I think you'll agree,
Are indeed very tricky singularly.

Note for Teachers: Ask students to work in pairs, and first write all the singular nouns mentioned in the poem in their notebooks; after that they should write their correct plurals. Some of the plurals given in the poem are correct; the others are not. The first pair to complete the task fully and correctly will be the winner.

HUMANISM

What will I learn?

READING

- Use pre reading strategies to predict the content of a text from the picture and title by using prior knowledge and asking questions
- Skim text to get a general idea of the text
- Deduce the meanings of difficult words from the context
- Scan to locate an opinion
- Scan to answer short questions
- Make simple inferences using the context of the text and prior knowledge
- Apply world knowledge and own feelings / opinions to the text read

SPEAKING

- Express needs and requirements by giving reasons

LANGUAGE PRACTICE

- Converting statements into questions by adding question tags
- Review of linking words: and, but, because

WRITING

- Write a cause and effect paragraph

STUDY SKILLS

- Making a weekly schedule

FUN

- Creating a personal flag

Pre-Reading

1. Are there more good people in the world or bad people?
2. Why do you think so?
3. Do you know someone who always helps people?
4. What does he/ she do?
5. What do you do to help people?

The title of the text you are about to read is ***What Shaped Edhi's Life*?** What do you think you will read in the text?
Read the text and find out. Do Exercise 1 as you read the text.

5.1 READING COMPREHENSION

Reading Text

What Shaped Edhi's Life?

Abdul Sattar Edhi, the "Angel of Mercy" as people called him, started his humanitarian work in 1951 by establishing a very small dispensary in Mithadar, Karachi, Pakistan. From this humble beginning, he, single-handedly, went on to create Pakistan's largest charitable organization, based entirely on private donations. Today, the Edhi Foundation employs more than 7,000 people, both paid and voluntary workers, to manage its huge network. In Pakistan, it operates about 1500 ambulances that offer a 24-hour service, from more than 350 Edhi centres. Additionally, there are more than seventeen Edhi homes and 330 welfare centres across Pakistan. They provide shelter for an estimated 85,000 people, including senior citizens, special children, needy children, infants and babies, and they operate food kitchens, clinics and rehabilitation centres for drug addicts and the mentally ill. Even animals have been provided a home in an animal shelter.

Edhi was born in early 1928, in Bantva, Gujrat, British India. His father, Haji Abdul Shakoor worked as a dry fruit commission agent in Bombay. Since his father was mostly away from home, he was mainly brought up by his mother who, according to Edhi, had a great influence on his life. But other members of his family also contributed in shaping his life, including his father and grandfather. He used to fondly recall that his grandfather, Haji Rehmatullah, was a simple, content, and patient person, who did not believe in surpluses, and even disapproved of having extra food at home. Moreover, he had a reputation in the community for resolving conflicts and settling disputes.

Thinking back, Abdul Sattar Edhi once said about his father, "My father had very high moral standards for himself. To him, simplicity was the only tolerable way of life. When we migrated to Pakistan, we got into serious financial trouble. However, he never complained; and throughout these times, he was never dishonest in his business. Despite the fact that life in Pakistan was very difficult at that time, my father was a truly optimistic person and always had a positive attitude."

5.1 READING COMPREHENSION

In Bantva, Abdul Sattar Edhi was known among his friends as *Roti.* As Edhi explained: “Every time my father came back home from one of his trips, he shaved my head. Once, when I asked him why he does it he explained that it is simply the most effective way to curb pride and prevent arrogance. It makes you work better because appearance is a distraction. When you don't think about the way you look, you develop humility and truth. I think it was the best lesson I was ever taught.”

However, the person who apparently made Abdul Sattar Edhi the man he became was his mother. Edhi said of his mother that she was a very gentle, sensitive and quiet person. She guided Edhi in such a manner that he grew up to be a very kind and sensitive person. He was particularly caring where the old, handicapped or mentally challenged people were concerned. If ever he saw some mean kids making fun of the mentally challenged, he would stop them. His mother always appreciated such acts by saying, “You have given a voice to those who do not have it. These people are as innocent as babies; they know nothing of the world and yet they have to live as adults.”

According to Abdul Sattar Edhi, he learnt about love and care from his mother. She would always distribute cashew nuts, pistachios, ginger and other food items that her husband sent her from Bombay, amongst the poorer families in her neighbourhood. She would ask young Edhi to distribute these packets to families who were less fortunate than they were. One story that Edhi liked to share about his mother was about his school days. He said that when he was in school, his mother used to give him two paisas: one to buy something to eat for himself and the other to buy whatever he was eating for a poor boy watching him eat, but who had no money to buy it for himself. Often, when she asked him about the two paisas, he confessed that he had spent both the paisas on buying things for himself. Hearing this she

would tell him that he had eaten poor people's money. These poor people were *mazlooms* disadvantaged. She told him to fear Allah as He never helps those who do not look after the *mazlooms,* who do not fulfill *Huquq-ul-Ibaad* the rights of other human beings, as this was the first priority in Islam.

Edhi also talked of the way his mother ensured that he did not waste his time. She would ask him to bring raw cotton to their home. She would then clean it and ask him to take it back to the shop in order to earn some money. She was of the view that no one should sit at home idly; everyone should work to earn a living.

Edhi often fondly recalled that it was his mother who planted the seed of social welfare and charitable work in him. She not only nurtured it but taught him how to control his desire for material things and to overcome personal greed. Edhi often said that although his mother's whole life was a struggle, she was always positive and kind to others. She was the one who taught him love for humanity when he was a child. So, after her death, he decided to dedicate his whole life to the service of humanity.

After his mother passed away, Edhi bought an old wagon, with donation from a friend, and converted it into an ambulance. This was the first ambulance service for the poor people and he called it the “Poor People's Van”. He did not charge for the ambulance service. But when people insisted on paying for it they were told to drop money in a box outside the dispensary. Soon he was able to increase the reach of his services and because of the ambulance more and more people got to know about Edhi's organization and services.

He even started a funeral service which picked up human bodies found in the sea, in rivers, in gutters or at the roadside. He would even pick up these bodies, himself, when the family members refused to touch them. He would bring these bodies to Mithadar, wash them and provide a proper burial service. According to an observer of the Edhi foundation, the ambulance service and the funeral services provided Edhi foundation an excellent opportunity to grow all over Pakistan, since there was no other organisation doing this; not even the government.

An old associate of Edhi said about him, “Edhi's self transformation was for a social mission and not for himself; he changed his life style for his mission. People do change, but mostly for themselves; Edhi changed for others.” Hence, no matter how insurmountable the difficulties and how challenging the times, he never lost his positive attitude and confident outlook. Moreover, he made a commitment to himself that he would never give anybody reason to challenge his integrity or his lifestyle; that he would never spend extra time or money on himself or his family. He had only three pairs of clothes, one pair of plastic *Chappal*, one Jinnah Cap, and he slept on the wooden bench in his dispensary, so that people could see how he was living.

Abdul Sattar Edhi died on July 8, 2016, in Karachi, Pakistan, due to kidney failure. The man is gone but the mission will continue. His mission was to serve humanity, regardless of religion, race, and background. He adopted a life style that would help him achieve this mission. It was this simplicity of life and this humanitarian vision, which had been inculcated in him by his parents, mainly his mother, that made him the Abdul Sattar Edhi that he became; the first common citizen of Pakistan, in nearly seventy years of its history, to receive a state funeral.

While reading

Exercise 1

Read the text and answer the following questions by ticking the correct answer.

1. Who had the most influence in shaping Edhi's life?

a) his grandfather b) his father c) his mother d) his friends

2. Why did he choose to help people instead of earning money for himself?

a) his father told him to do so b) his mother taught him to be kind and charitable

c) he had a lot of money so he did not need to work d) he was a lazy person

Vocabulary

Exercise 2

The following meanings in the boxes are in the same order as given in the text. However, the words at the top are in a jumbled order. First underline all the given words in the text. Next, work in pairs and match them with their meanings and write these words in the space provided. One has been done as an example.

Paragraph 1: rehabilitation centres charitable humanitarian work operate network humble voluntary drug-addicts single-handedly

Note for Teachers: Ask the students to first find all the words given in each box and underline them. Next, divide them in pairs and tell them to match these words with their given meanings. Ask them to write the words in the space provided against each meaning.

5.1 READING COMPREHENSION

S. No.	Meaning	Words
1.	work that helps in making people's lives better	
2.	low	
3.	all by himself	
4.	helping people who are poor or in need	
5.	work done by people who are not paid	
6.	a group of organizations working together	*network*
7.	work in a particular way	
8.	a place where people learn to live a useful life once again	
9.	people who regularly use harmful drugs	

Paragraphs 2 & 3: optimistic conflicts content fondly disputes moral standards recalls surpluses

S. No.	Meaning	Words
1.	in a loving way	
2.	think back about something	
3.	satisfied	
4.	extra things	
5.	disagreements	
6.	levels of right and wrong behaviour	
7.	always expecting good things to happen	
8.	fights	

Paragraphs 11 & 12: mentally challenged arrogance humility curb appreciated distraction handicapped mean

S. No.	Meaning	Words
1.	control	
2.	proud behaviour	
3.	something that takes away your attention	
4.	considering oneself as someone very small	
5.	not able to use a particular part of the body	
6.	not able to use their mind properly	
7.	selfish	
8.	recognise something good	

Paragraphs 6, 7 & 8: ensured idly nurtured disadvantaged confessed fortunate priority

S. No.	Meaning	Words
1.	lucky	
2.	admit having done something wrong	
3.	not having things that one needs for a proper living	
4.	something that is more important than the other	
5.	made sure	
6.	doing nothing	
7.	developed	

Paragraphs 11 & 12: challenging integrity state funeral outlook regardless insurmountable associate vision transformation

S. No.	Meaning	Words
1.	a person whom you work with or spend time with	
2.	complete change	
3.	something that cannot be overcome	
4.	difficult	
5.	the way one looks at something	
6.	honesty	
7.	ability to think about the future in an intelligent way	
8	not to give importance to something	
9	a burial with honour given to the head of a state	

Reading for Details

Exercise 3

Work in pairs, read the text and fill in information about Abdul Sattar Edhi in the following form.

Basic Information Form

Name:____

Father's Name:____

Father's Profession:____

Grandfather's Name: ____

Reasons for Grandfather's Fame: ______________________________

Year of Birth: ____

Place of Birth: ____

Title given by people: ____

Two services that made him famous: ______________________________

Name of first ambulance service: ______________________________

Charges for first ambulance service: ______________________________

Date of death: ____

Place of death: ____

Historical honour: ____

Exercise 4

There are 12 paragraphs in the text. Each of the statements given below gives the main idea of one paragraph, but they are in a jumbled order. Work in pairs, give each paragraph a number, then read the text and write the number of the paragraph that it represents. The first one has been done as an example.

a) Shaving of Edhi's head by his father _4_
b) His commitment to an honest and simple life ___
c) Edhi's first ambulance ___
d) His mother's role and her appreciation of his good deeds ___
e) The death of a truly national hero ___
f) Edhi's birth and family ___
g) Some information about the funeral service ___
h) Growth of Edhi Foundation activities ___
i) The loving and caring nature of his mother ___
j) The reason why Edhi decided to dedicate his life to serve others ___
k) Some information about his father ___
l) His mother's views regarding use of time ___

Post Reading

Exercise 5

Work in pairs, read the text and complete the following sentences. First discuss them orally then write them in your notebooks. The first one has been done as an example.

1. Edhi was mainly brought up by his mother because *his father was mostly away from home.*
2. In Bantva, Edhi was known as *Roti* because ________________________.
3. His father shaved his head because ______________________________.
4. Edhi grew up to be a kind and sensitive person because ______________.
5. His mother told him to fear Allah because _________________________.
6. Edhi dedicated his whole life to the service of humanity after his mother's death because _________________________________.
7. More and more people came to know about Edhi's organization and services because of ___________________________________.
8. He often picked up bodies himself because __________________________.
9. Edhi's ambulance and funeral services allowed him to grow all over Pakistan because _________________________

10. He never spent time or money on himself or his family because ______________.
11. He slept on a wooden bench in his dispensary because_______________.

Exercise 6

All the following sentences give wrong information. Read the text and write the correct information in your notebooks. After you have written the correct sentences discuss your work with your partner.

1. Edhi started his humanitarian work in 1977 by establishing an ambulance service.
2. Today, the Edhi Foundation has less than 300 people working for its small network.
3. His grandfather was a wealthy, rude and unkind person.
4. When Edhi's family migrated to Pakistan, they had a lot of money.
5. His father was a very pessimistic person who always had a negative attitude.
6. As a boy, when Edhi saw older people making fun of mentally challenged people he would join them.
7. His mother told him that fulfilling one's needs was the first priority in Islam.
8. When he started his ambulance service he charged people a lot of money.
9. He had many sets of clothes, dozens of shoes and beautiful caps.
10. Many common citizens of Pakistan have received a state funeral.

Exercise 7

1. What are some of the things that Edhi's mother taught him?
2. What was Edhi's mission in life?
3. Why was Abdul Sattar Edhi given a state funeral?
4. In your opinion, what shaped Edhi's life?
5. What are some of the things that you would like to do to help people?

Express needs and requirements by giving reasons.

Work in pairs and complete the following dialogue between two siblings.

Brother: Can I borrow your bag today?

Sister: No, I won't give you my bag. It's a gift from my friend and you will tear it.

Brother: I promise you I'll take good care of it. I need it because....................

Sister: Ok, you can take it but ....

Brother: Thank you. I'll ....

After you have completed the dialogue, practise it orally. First, one student should take the role of the brother and the other one of the sister. Then change roles and practise again.

Now, discuss the following three situations orally:

1. Dialogue between a teacher and a student: A student wants three days' leave for a wedding in the family and explains why taking the leave is important.

2. Dialogue between a father and son: The son wants to buy a bicycle and he gives reasons to his father why he needs it.

3. Dialogue between two neighbours: One neighbour wants the other to look after his/ her house while the family is away and gives reasons why he wants help from his/ her neighbour.

Note for Teachers: Encourage the students to discuss what they will talk about in each of the above three dialogues but not to write it. They may write some key words but not the whole dialogue. Walk around and ensure that they are practising the required dialogue. Help them where needed. After the students have practised the dialogues for all the three situations, you may ask some of the pairs to come up and roleplay their dialogue in front of the class.

Converting statements into questions by adding question tags.

Quite often we ask a question by adding a question tag to a statement. A negative tag is used with a positive statement and a positive tag is used with a negative statement.

Examples: **Sahir is** a nice boy, ***isn't he***?

This is a difficult task, ***isn't it***?

They aren't very busy, ***are they***?

The bird isn't flying very high, ***is it***?

Verbs that are commonly used for question tags are: **be, do, have, can, will, shall.** Forms of the verb **'be'** have been used in the examples above. Here are some other examples:

Examples: **The cat drinks** milk, ***doesn't it***?

The children ate the mangoes, ***didn't they***?

You have done your homework, ***haven't you***?

I can get good marks, ***can't I***?

The policeman will catch the thief, ***won't he***?

In the above examples, we can see that where

- the verb **'be'** is used in the statement it is also used in the question tag
- the verbs are in the simple present or past tense the verb **'do'** or **'did'** is used in the question tag
- helping verbs are used in the statement, like **'can'** and **'have'** and **'will'**, they are used in the question tag
- the helping verb 'will' is used it changes into 'won't' in the negative
- a noun is used in the statement it is replaced by an appropriate pronoun in the question tag

Exercise 1

Change the following statements into questions by adding the appropriate question tag. Write the complete questions in your notebook. Check all the rules once again before you start doing the exercise.

Compare your answers with your partner's answers, once both of you have completed the exercise.

1. My bag isn't under the table, ______________?
2. The children are really enjoying themselves, ___________________?
3. The old man looks very tired, __________________?
4. You can't open this lock with your key, _________________?
5. The goats are busy grazing grass, _________________?
6. The team has practised a lot today, _________________?
7. The teacher won't take the test today, ______________?
8. This man isn't your uncle, ________________?
9. Your tea is getting cold, _______________?
10. We haven't paid our electric bill, _____________?
11. My mother cleans the house every day, __________________?
12. I don't know how to drive a car, ______________?

Exercise 2

Rewrite the following statements as questions by using appropriate question tags. Write the questions in your notebook. Discuss with your partner when both of you have completed the task.

1. The train is late today.
2. You aren't going to see the match tomorrow.

3. They finished their work on time.
4. The school is far from their house.
5. The students should obey the school rules.
6. The mountain climbers have reached the top.
7. Our football team can win this match.
8. The child is not crossing the road properly.
9. My sister exercises every day.
10. I will get good grades in my exams.
11. Last night, their dog barked the whole night.
12. They shouldn't talk so loudly when everyone is sleeping.

Exercise 3

Work in pairs and orally complete the following dialogue by using the appropriate question tags. After you have done it orally, write the complete dialogue in your notebook.

Zaman: We are going on a field trip this Saturday, ____________?
Hamza: Yes. And we'll leave at six o'clock, _________________?
Shoaib: Mr. Qureshi is also coming with us, _________________?
Zaman: But Mr. Mirza won't come, _________________________?
Hamza: I'm sure it will be great fun, _________________________?
Shoaib: If we are allowed to swim it will be fun, otherwise we will get bored, ____________________?
Zaman: Depends. Hamza and I will enjoy playing cricket ______, Hamza?
Hamza: Sure. Abid and Haseeb will also play with us, _______________?
Shoaib: The school management will provide us the bats and balls, _____?
Zaman: I think they will, ________________?
Hamza: Well, last time they did and we had a great time, ______________?
Shoaib: We can always catch up on our sleep if there is nothing else to do, _________________?

Linking Words: and, but, because

We often use linking words to join sentences together. There are many linking words that we use; however, here we will review only three.

We need to use different linking words to show different meanings. When we want to show addition or similarity we often use 'and'. When we want to show a contrast or difference we use 'but'. When we want to convey a reason we use 'because'.

Examples:
1. I like reading. I also like painting.
   I like reading ***and*** painting.
2. Sanam loves gardening. She does not enjoy cooking.
   Sanam loves gardening ***but*** she does not enjoy cooking.
3. He likes swimming. Swimming keeps him fit.
   He likes swimming ***because*** it keeps him fit.

Exercise 4

Join the following sentences using 'and', 'but', or 'because', as appropriate. Check your answers by comparing them with your partner.

1. The colour of this dress is nice. I like the colour of the dress that you bought.
2. Our house is big. It has a nice view of the river.
3. My sister wants to go to university. She wants to become an engineer.
4. His older brother is a pilot. His younger brother also wants to become a pilot.
5. We can reach Gilgit faster by air. Travelling by road is much fun.
6. Growing vegetables at home is good. We can have fresh vegetables to eat.
7. Playing games is good. Playing all the time and not studying is not good.
8. People give money to those who need it. They also give voluntary time.
9. We should protect ourselves from mosquitoes. Mosquito bites can cause malaria.
10. Our school gets over at twelve. I reach home at two O'clock.

Exercise 5

The following table has pairs of sentences, one of which is in column A and the other in Column B. However, the sentences in column B are in a jumbled up order. Work in pairs. Choose a sentence from column B that matches with the one in column A and write your answer in the answer column.

After you have completed, work individually and join the pair of sentences to form one sentence by adding 'and', 'but', or 'because'. Write the complete sentences in your notebook. One has been done as an example.

Example: I decided to have an early dinner ***because*** I wanted to sleep early.

S. No.	Column A	S. No.	Column B	Answer	
1.	I decided to have an early dinner	a.	she had high fever.	1	e
2.	They wanted to return the bag to the shopkeeper	b.	she also bought a new pair of sandals.		
3.	They left home early to catch the train	c.	many people go to the seaside to have fun.		
4.	She bought a new dress for Eid	d.	the ball went to the boundary for four runs.		
5.	Our neighbours sold their old house	e.	I wanted to sleep early.		
6.	Many people go to the park on holidays	f.	his son is also studying to become a lawyer.		
7.	His parents took his baby sister to the doctor	g.	the food in the restaurant across the street is better.		
8.	The player tried his best to catch the ball	h.	they forgot the bag at home.		
9.	My uncle is a lawyer	i.	they wanted to buy a new one.		
10.	The food in this restaurant is good	j.	they missed their train due to a traffic jam.		

Exercise 6

Work with a partner and complete the following sentences. Write the complete sentences in your notebook.

1. My friend wants to travel to ________________ and ___________.
2. He decided to wash the dishes because ______________________.
3. Our exams were scheduled for Monday but ____________________.
4. Their father gave them some money because ________________.
5. The farmers grew some ________________ and _______________.
6. My mother told me that the purse was in the cupboard but _________.
7. The soup is getting cold but _________________________________.
8. The little girl is crying because ______________________________.
9. His father is going to ________________ and __________________.
10. The bus is heavily loaded because ___________________________.

Exercise 1

Everything that we do or don't do has an effect on something else. Work with a partner and discuss what will happen if we carry out or we don't carry out the actions given in the table below. Write your answers in your notebooks.

S. No.	Action	Effect
1.	If we don't wash our hands before eating	*we will fall sick.*
2.	If students do not follow the school rules	
3.	If we keep our village/ city clean	
4.	If students do not study properly	
5.	If people break the traffic rules	
6.	If children do not obey their parents	
7.	If we do protect ourselves from mosquitoes	
8.	If we do drink clean water	
9.	If people work honestly	

Exercise 2

Work in groups of three and develop a mind map on the following topics, giving the action and its effect for every point that you write.

1. Population growth and its impact on different things
2. Misuse of natural resources and its impact on the future generations
3. Pollution and its impact on the health of people

After you have developed a mind map on all these three topics, of you will have to write a paragraph on one of the topics. You can decide by each one choosing one topic or you can make three chits, each one having one topic, and pick one each.

Note for Teachers: Remind them conditional sentences as the have learnt earleir.

Plan your week to be an effective student. Make a weekly planner. Ali fills his weekly planner in order to be more organized and disciplined. Today he is sharing his planner with you in order to help you maintain your weekly planner.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
5:00 a.m.						
6:00 a.m.	Wake up	Wake up	Wake up	Wake up	Wake up	Wake up
7:00 a.m.	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00 a.m.	School	School	School	School	School	School
9:00 a.m.						
10:00 a.m.						
11:00 a.m.						
12:00 p.m.						
1:00 p.m.						
2:00 p.m.	Go home	School Club	Go home	Go home	Go home	Go home
3:00 p.m.	Practice	Study	Practice	Study	Study	Study
4:00 p.m.	Sports/Music	Study	Practice	Study	Study	Study
5:00 p.m.	Study	Chores	Study	Chores	Study	Study
6:00 p.m.	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
7:00 p.m.	Study	Free time	Study	Study	Free time	Free time
8:00 p.m.	Free time	Free time	Free time	Free time	Free time	Free time

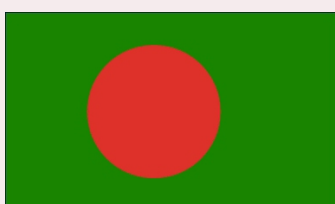
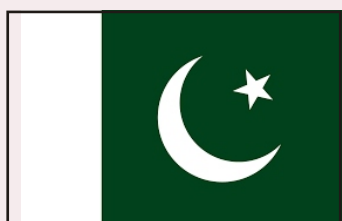
5.5 STUDY SKILLS

Make a weekly schedule for yourself.

Determine when you are in class, playing, doing chores, watching television, etc.

Plan the best time each day for study and homework and write it on the planner.

Allow at least 2-3 hours per day for study and homework.

Look at all the free time you still have.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
5:00 a.m.						

Do a lot of studying during the week and free up your weekends to have fun with your friends and family!

Creating personal flag

Here is an interesting activity for you: creating a flag. All of you must follow these steps:

- ❖ Take a sheet of paper and some colour pencils, paint or pictures
- ❖ On the sheet of paper, draw a personal flag that describes you
- ❖ The flag must have 4-6 sections, and in each section there should be a drawing or symbol that shows something about you
- ❖ For example, one section can contain a picture of your favourite food. Another section could show your hobby, favourite animal, favourite game and so on
- ❖ You can draw, colour, paint or stick small pictures on the flag
- ❖ Choose the background colour that you want
- ❖ You have 20 minutes to draw your personal flag. When you finish, show your flag to your classmates and explain to them what you have drawn and why

Note for Teachers: Tell the students one day before to bring sheets of paper, colours, pictures, sticks, glue etc. from home. Give every student a chance to show their flag to the whole class and say what they have put on it and why. Ask them to wave their flags while their friends are talking.

SPORTSMANSHIP

What will I learn?

READING

Use pre-reading strategies to predict the content of a text from its title, picture by using prior knowledge, asking questions.

Skim text to have a general idea of the text

Infer theme/main idea

Apply critical thinking to interact with the text, and use intensive reading strategies

Scan to answer short questions

Deduce meaning of difficult words from context

Read silently with comprehension and extract main idea and supporting details

Make simple inferences using the context of the text and prior knowledge

SPEAKING

Use polite forms to negotiate and reach consensus

LANGUAGE PRACTICE

Use degrees of adjectives with "the"

Demonstrate the use of relative pronounce 'who', 'that' and 'which'.

WRITING

Write formal letters to people in extended social and academic environment for various purposes, using the conventions of formal letter writing

STUDY SKILLS

Enhancing vocabulary words related to professions

FUN

Play a board game by flicking a coin in order to use conditional type 2

6.1 READING COMPREHENSION

Pre-Reading

1. Look at the picture. What is it about?
2. What do you think the text is about?
3. Discuss with your partner and decide what your answer is.

Reading Text

Sportsmanship

The stadium broke into applause when Rajoo hit a huge six that earned the team a place in the finals of the inter district tournament.

Rajoo was a district player from Ranikot. His performance soon led to his selection on the under-nineteen Pakistan cricket team. Before long, he became a superstar of the cricket world. But, unfortunately, all this success went to his head. He became very rude and arrogant. This worried the coach and the manager of the team because his attitude was not only annoying the local players but was also irritating the international players. They often counselled him, but to no avail.

Soon the team went on a tour of Australia where it won the series. When the team returned home they received a resounding welcome. After their return, all the players went to their home towns.

6.1 READING COMPREHENSION

In Ranikot, Nabeel, Rajoo's best friend since childhood, was anxiously waiting for his friend's return. He was going to see his friend after a long time and he was very excited about it. He was soon going to meet his friend who was a cricket superstar.

A luxurious car stopped in front of the house. A well-suited, handsome man stepped out of the car. “It's Rajoo,” Nabeel muttered. He came forward to greet his old buddy, but Rajoo just ignored him and continued walking. Nabeel was shocked! He had not expected such behaviour from his old friend and it made him sad. He just did not know what to do.

The next day, Rajoo had been invited by the town people at the town house. They wanted to honour their hero and to hear the stories of his victories. Nabeel was among the group of people who had gathered at the town hall. When Rajoo arrived, he just ignored most of the people and arrogantly walked up the stage and sat there. When he was asked to share his stories, he only talked about himself and his performance. The town people listened to his stories in awe, but Nabeel could not understand why his best friend was behaving so arrogantly; such behaviour did not suit a world renowned player.

A couple of days later, Rajoo was practising in the nearby ground where he used to play in his childhood. Many old childhood memories came to his mind and, suddenly, he remembered his old buddy, Nabeel. Nabeel used to be his best friend and he recalled that on several occasions; Nabeel had counselled him and helped him.
While he was thinking about his friend, suddenly, somebody patted his shoulder.
He turned quickly and couldn't hide his happiness when he saw that it was Nabeel. Rajoo hugged his friend tightly and tears started flowing from his eyes. He apologised to Nabeel for his arrogant behaviour and asked him to forgive him.

6.1 READING COMPREHENSION

Nabeel was extremely happy. He was grateful to Allah that his friend had not forgotten him. Together, both friends walked towards Nabeel's house, laughing and chatting all the way home. They talked about many childhood memories, the pranks they had played, and the fights they had had, and how each time they had forgiven each other and become friends again. Nabeel showed his friend a scrap book which he had made for him. After spending a couple of hours together, Rajoo left for home but he promised Nabeel that he would look at and read the whole scrap book that he had given him.

A few days later, Rajoo went back to join his team. His performance, as usual, was excellent, but, his insolent behaviour was also the same. When things became intolerable, the team management decided to counsel him once again. The manager called him to his office, but he refused to go. The decision was thus taken to ban him from the team. This shocked Rajoo. He had never thought that his behaviour would lead to this; that he would not be allowed to play for Pakistan again!

He started walking up and down in his room. His eyes fell on the scrap book that his friend had given him; idly, he started turning the pages. The scrap book was full of wonderful stories of players and their sportsmanship:

(1)

During the Australia Vs. Pakistan match in 1998, the Australian captain Mark Taylor's score was 334 not out at the end of the second day, equalling the best test score of the Australian legend Don Bradman, set in 1930. Media fans, and even the circumstances, urged him to not only break Sir Don Bradman's score, but also Brian Lara's world record of 375. Instead, he chose the Captain's way; that is team's good over personal glory. As a gesture of great sportsmanship, he let go of his ego, and individual success, for Australia's win but the game came to a draw at the end.

(2)

New Zealand player, Daniel Vettori, was given the ICC Spirit of Cricket award in 2012 for his gesture in a hard-fought tie against Zimbabwe. Vettori accidentally collided with non-striker, Malcolm Waller, during his follow-through that stopped Waller from taking a single but by that time the batsman at the crease, Regis Chakabva, had come too far down the track to get back. The Kiwi wicket keeper, Reece Young, whipped the bails but Vettori immediately withdrew the dismissal, saying that it was his collision which had caused the confusion in the middle.

(3)

During the match between Sri Lanka and Australia, when Australia was batting, Andrew Symonds got a huge inside edge on to the pads, i.e. his ball hit the pad after hitting the bat, but a very loud appeal from the Sri Lankans, that he was out was upheld by the umpire. However, when he had walked about two-thirds of the way back to the pavilion, a very surprised Symonds was called back by the Sri Lankan skipper, Marvan Atapattu, who realized that the decision was not right.

(4)

At Lahore, the captain of the visiting cricket team had to face a strong Pakistani bowling attack, which included the likes of Waqar Younis and Aaqib Javed. After a number of play and misses, Waqar finally had him trapped right in front of the wickets and the umpire declared him out. The captain was very upset by the decision and clearly showed his feelings that the decision was wrong. The captain of the Pakistan team, in what was an historic move, quickly called him back and allowed him to bat again; he was dismissed by Waqar again on the very next delivery.

(5)

During the 1987 World Cup in Lahore, Courtney Walsh chose to lose the match over running a batsman out in the most unforgiving manner. When two runs were needed off the final ball for Pakistan to win, Walsh stopped, backed out in his delivery stride but didn't run out the non-striker, even though he had backed up a little too much. Next ball, the striker Abdul Qadir did eventually get the desired runs and Pakistan scored a win by one wicket; all thanks to the grace of Walsh.

After reading a few pages Rajoo realized that greatness did not lie in achievements only; in fact, it had a great deal to do with sportsmanship. Having realized his mistake, he decided to apologise. The next morning he called a press conference and apologised to everyone in front of the media. The cricket world warmly welcomed him back.

6.1 READING COMPREHENSION

While reading

Exercise 1

What is the main idea of the text?

1. It's never too late to change
2. Good players are always arrogant
3. All cricketers are liked by the people
4. A great Pakistani cricketer is born

Vocabulary

Exercise 2

The following words/ phrases have been taken from the text. Their meaning is given in the exercise below. Match the words/ phrases, which are in a jumbled up order, with their meanings and write them in the space provided. The meanings are in the order as the words in the text. Write the complete sentences in your notebook. First one has been done as an example.

broke into applause went to his head rude arrogant irritating
counselled to no avail resounding well-suited awe renowned chatting
pranks scrap-book intolerable sportsmanship

1. *Broke into applause* means clapped very loudly.
2. ___________ means made him very proud.
3. ___________ means not show/have respect.
4. ___________ means behave in a proud manner.
5. ___________ means something that makes people a little angry.
6. ___________ means advised.
7. ___________ means it did not have any effect.
8. ___________ means very great.
9. ___________ means well dressed.
10. ___________ means feeling of respect.

12. ___________ means talking in a friendly way.
13. ___________ means tricks played on someone as a joke.
14. ___________ means a book in which one sticks pictures or newspaper articles.
15. ___________ means unacceptable.
16. ___________ means fair, generous and polite behaviour.

Exercise 3

Rajoo read five articles from the scrap book. Read those articles and write down the number of the article that matches the following titles, in the given blanks.

1. One captain gave another captain a second chance ______
2. Chose team interest over self interest ______
3. Saved the opposite team's player and lost the match ______
4. Accepted fault in the other player's failure ______
5. Surprised the player by calling him back ______

Exercise 4

Match the statements from column A and B and write the answers in the answer column. The first one has been done as an example.

S. No.	Column A	S. No.	Column B	Answer
1.	Rajoo was a great player	a.	because the people wanted to hear the stories of his victories.	1 g
2.	His attitude was not liked	b.	the board decided to ban Rajoo from the team.	
3.	The team received a resounding welcome	c.	because he remembered how he had counselled and helped him.	

S. No.	Column A	S. No.	Column B	
4.	Nabeel was very excited	d.	because he was a great player.	
5.	Nabeel was shocked by his friend's behaviour	e.	when they came back after winning in Australia.	
6.	Rajoo was invited to the town hall	f.	he realised that greatness lay in sportsmanship.	
7.	Rajoo was happy to see his friend in the playground	g.	who played for the Ranikot district.	
8.	When Rajoo went back to his team	h.	he apologized publicly for his rude behaviour.	
9.	Due to his rude attitude	i.	by both national and international players.	
10.	When Rajoo read the scrapbook	j.	because Rajoo refused to recognize him.	
11.	At a press conference	k.	he took the book with him that his friend had given.	
12.	The cricket board took him back on the team	l.	when Rajoo came to Ranikot after he returned from Australia.	

Post Reading

Exercise 5

The following are incomplete statements about each item in the scrapbook. Read the text and complete each statement in your notebook. Discuss your answers with your partner

Article 1

a. Don Bradman had scored _____ runs in _____.

b. The world record of _____ runs was held by ______.

c. The Australian captain, _____ , wanted his_____ to win the match against _____.

Article 2

a. Daniel Vettori received an award in ____, in New Zealand's match against _____.

b. Vettori accidentally collided with _____because of which ______ got out.

c. Vettori _____ the umpire's decision.

Article 3

a.During the match between _____and ____Andrew Symonds was actually not out.

b.The ______ gave a wrong decision because the ______ shouted loudly.

C.When he was walking back to the ______, he was called back by _______.

Article 4

a. _________, the visiting cricket team had to face a strong _________ attack.

b. Pakistan had great bowlers like ______ and ______.

c. The____ was called back after he was given out but ____ got him out on the next ball.

Aricle 5

a. During the______World Cup in______Courtney Walsh showed great sportsmanship.

B.______ runs were needed by Pakistan and only ______ ball was left.

c.______ scored the needed runs and Pakistan won, thanks to ______

6.1 READING COMPREHENSION

Exercise 6

Work in pairs and discuss the following questions by reading the text. After you have discussed them, write the answers in your notebook.

1. Rajoo was a great player but people did not like him. Why?
2. How did the people of Ranikot treat Rajoo when he came back home after the team returned from Australia?
3. What was in the scrapbook that Nabeel gave to Rajoo?
4. What brought about a good change in Rajoo?
5. What advice would you have given to Rajoo if he were your friend?

Use polite forms to negotiate and reach consensus

Work in groups of three and practise the following dialogue. You will have to practise the dialogue three times, each time taking the role of another student.

Student A I think we should invite all our friends and relatives to the wedding.

Student B I agree, but we have so many relatives and friends and we have a limited amount of money.

Student C So what? Everyone invites a lot of people to weddings.

Student A We can invite a lot of people if we serve only two dishes.

Student B No, it's not only the number of dishes. If we invite many people we will need a big tent, for which we will need plenty of space and a lot of money.

Student C A wedding is fun only when we have a lot of people and a variety of food items.

Student A But, we should also be careful not to spend too much money.

Student B Let's make a list to see who we want to invite. Then we can decide how many people to invite and who to invite.

Student C Yes, once we know for sure how many people we are inviting we can then decide what food to serve.

After you have practised the above dialogue, work in the same groups of three and develop a dialogue on one of the following topics and then roleplay as above.

1. Having a class picnic (discuss and agree on where you will go, who will go, only students and teachers or family members also, how much money will you charge, etc.)

2. Organising the annual function at school (discuss and agree what will be done, when will the programme be, how long will it be, who will be invited/ be the chief guest, etc.)

Note for Teachers: You can let the students choose the topic or you can assign half the class one topic and half the class the other. After the students have written and practised their dialogue, ask some of them to come up in front of the class and roleplay.

Comparative Adjectives with 'the'

In Unit 5.3, we discussed the comparative adjectives with 'the' use of *'than'*. Another way in which comparative adjectives are used is as follows:

Example **_The nicer_** a person **_the more popular_** she or he is likely to be.
The cooler it gets **_the better_** one feels.

As we can see in the examples above, when two comparatives are used together *'the'* is used before both of them.

Exercise 1

Use the comparative form of the adjectives given in the brackets to complete the following sentences. Write the complete sentences in your notebook.

1. __________ the train, __________ we will reach. (fast, soon)
2. __________ the children, __________ they learn a new language. (young, quick)
3. __________ you are, __________ it is to run. (thin, easy)
4. __________ your eating habits, __________ your health. (healthy, good)
5. __________ a driver, __________ the journey. (careful, safe)
6. __________ one lives, __________ ones' life. (simple, easy)
7. __________ a country, __________ its people. (clean, healthy)
8. __________ the days, __________ the nights. (long, short)
9. __________ the nut __________ it is to break it. (hard, difficult)
10. __________ one gets __________ the time one has for oneself. (busy, less)

Note for Teachers: Remind the students that some words take the 'er' or 'ier' ending while others take 'more' with them. The rules for changing the degrees of adjectives have been covered in detail in the earlier classes.

Exercise 2

Now use some of the pairs of adjectives given below to complete the following sentences. The pairs are in a jumbled order. Select the pair that fits the sentence. Write the complete sentences in your notebook. Once you have done the exercise, share your answers with your partner.

shady	cool	dark	comfortable	good	high
plain	easy	old	expensive	hot	nice

1. _________ the quality of the material _________ the cost.
2. _________ the wood _________ expensive the furniture will be.
3. _________ the place _________ it will be for resting.
4. _________ the water _________ the tea.
5. _________ one's style of living _________ one's life becomes.
6. _________ the room _________ I feel.

Exercise 3

Read one of the mountain climber's notes below and fill in the blanks with the pair of words provided at the top. However, the pairs are all jumbled up; select the correct pair and fill in the blanks. Remember to use the comparative form of the adjectives and 'the' before each adjective.

Paragraph 1: near bright organized unorganized much less
close excited quick late

Paragraph 2: quick slow steep quiet cool fresh
near far high difficult

Mountain Climbers' Trip

We were very excited about the trip to the Northern Areas of Pakistan. We were going to climb a mountain for the first time in our lives. _____ the day of our climbing came _____ we got. Soon the day came. We all got up very early; however, _____ we tried to leave _____ we seemed to get. Our fingers seemed to have turned into toes. The van was waiting outside. _____ we thought we were _____ it seemed we were. Finally, we all piled into the van. _____ the van drew to the mountain _____ the look in everyone's eyes. The minute the van stopped, everyone jumped out. Our guide started to give us last minute instructions. _____ he guided us _____ we seemed to understand. All we heard was 'let's go'.

At first it was great fun. _____the mountain air got ______ we felt. But, as we started climbing, _____ we got _____ it was for us to breathe. Although the scenery was beautiful, we were feeling too tired to look around. We were just climbing. _____ we tried to climb _____ we became. And _____ we climbed ______ our speed became. In fact, _____ the end of the journey ______ it seemed. Suddenly, one of our group members shouted 'Hurrah! Pakistan Zindabad!' It was then that we all looked up. We had reached the top and the scene around us was breathtaking.

Relative Pronouns: Who, That, Which

The relative pronouns who, that, and which show a relationship between the main and relative clause. All these relative pronouns are placed after the noun.

'Who' refers only to people.

Example: She has a sister who is very helpful.

'That' refers mostly to things, though a particular group of persons is also sometimes referred to by this pronoun.

Example: The book that I bought is very good.

Which, like *that*, refers to things; it is usually used to refer to one particular thing among others.

Example: The car which has a flat tyre is mine.

Note for Teachers: Discuss the above rules and examples with the students. Next, divide them into pairs and ask them to follow the rules and correctly join the sentences. Repeat the rules as a reminder.

6.3 LANGUAGE PRACTICE

Exercise 1

In the following table, part A has the first part of a sentence and part B has the other part, but these are all jumbled up. Discuss with a partner and form complete sentences. After you have orally discussed all the sentences, write the complete sentences in your notebook.

S. No.	A	B
1.	The farmer found the goat	that has two yolks.
2.	One of our neighbours	that won the volley ball match.
3.	I want to eat an egg	who used to live with us now lives with my uncle.
4.	They sold the house	which has five doors.
5.	Their new teacher,	which had been stolen from his farm.
6.	Zameer owns the shop	that they had bought last year.
7.	My grandfather	who travels a lot has gone to canada.
8.	It was our class team	who sings beautifully, is absent today.

Exercise 2

Fill the blanks in the following sentences with *who, that*, or *which*, as appropriate. Write down the complete sentences in your notebook.

1. I know the maid _______ broke the new tray.
2. The book _______ has a yellow sticker belongs to Asad.
3. My friend painted the house_______ we sold yesterday.
4. A gold medal was given to the player _______ scored the most runs.
5. The woman _______ is wearing a blue shawl is my sister.
6. The computer I like the best is the one _________ is very old.
7. You will find the captain at the table _______ is near the window.
8. Many birds used to nest in the tree_______ they cut.
9. The ice-cream _______ is in this tub is better.
10. The child _______ was running slipped and fell.

Exercise 3

Work in pairs and orally complete the dialogue by adding 'who', 'that' and 'which'. After this, write the completed dialogue in your notebooks.

Father Tomorrow is a public holiday. Let's go and visit uncle Jamal ____ is ill.

Areeb Yes! Let's go there and then go to the park ____ is near his house.

Maira Can we take my friend ____ lives next door with us?

Father Sure. We can then have dinner at any small hotel ____ serves good food.

Areeb Or we can buy bun kebab and fries from the hawker ____ stands outside the park and then have ice cream from a shop ____ sells cone ice cream.

Maira I want to have the ice cream ____ has chocolate pieces in it.

Areeb Great! The plan that we visit uncle, Jamil ____ is ill and have ice cream later, is superb!

Maira Let's ask mother, ____ is busy in the kitchen, what she thinks of our plan.

Father I've already asked her. She loved the idea ____ we visit uncle Jamal.

Maira I must go and tell my friend. She loves the bun kebab ____ is sold near the park.

Note for Teachers: After the students have completed Exercise 2, discuss the answers with the class and keep repeating the rules so that they understand that 'who' is used with people, 'that' mainly with things but sometimes with groups of people, and 'which' is used to refer to one particular thing. After the students have done Exercise 3 ask some of them to roleplay the dialogue.

6.4 WRITING

As you have learnt in the previous classes, there are two kinds of letters: formal and informal. You write informal letters to friends and family and formal letters to other people to whom you want to say something or ask for something.

Work in pairs and write a letter to the Minister of Sports informing him/ her about the need of a play ground in your area.

When you start writing the letter follow these steps:

1. Brainstorm what you are going to write
2. Develop a brief mind map
3. Decide the order in which you will write the points
4. Write the date at the top, followed by the designation of the person, the name of the ministry, federal/ provincial government, and the name of the city
5. Address the person
6. Begin the letter by stating who you are and the purpose of writing the letter in the first paragraph
7. State what needs to be done and why in the second paragraph
8. End by repeating your request and asking for quick action.
9. Thank the person
10. Put the signature at the end
11. Edit the completed letter to see that you have covered points 4-9 given above.
12. Also check your work for correct grammar, spellings, punctuation and capitalization

Note for Teachers: Make sure that the students are aware about all the steps that need to be followed while writing a formal letter. Once they have written their letters ask some of them to come up and read their letters.

6.5 STUDY SKILLS

New words are often formed by making small changes in the existing words. Let us look at some of the words here in which people get their names based on what they do.

Example   One who ***carries*** something is called a ***carrier***.
One who ***studies*** is called a ***student***.

Exercise

Complete the following exercise. The one who finishes first will be the winner.

1. One who sings is called a _________.
2. One who paints is called a _________.
3. One who acts is called an _________.
4. One who travels is called a _________.
5. One who runs is called a _________.
6. One who cleans is called a _________.
7. One who tours is called a _________.
8. One who manages is called a _________.
9. One who kidnaps is called a _________.
10. One who invents is called an _________.
11. One who climbs is called a _________.
12. One who writes is called a _________.
13. One who cycles is called a _________.
14. One who trains is called a _________.
15. One who swims is called a _________.
16. One who creates is called a _________.
17. One who begs is called a _________.
18. One who trades is called a _________.
19. One who supplies is called a _________.
20. One who drives is called a _________.

Note for Teachers: You can also ask students to add some more actions and their doers. The student who adds the most new words will be the winner.

6.6 FUN

Play the following game in groups of three. You will need a coin to play this game. Player number 2 will ask player number 1 whether s/he wants head or tail and will then flick the coin. If the player wins the toss s/he will select one item from the boxes given below and say: *If I were an astronaut I would go to the moon for a holiday. If I could sing I would be a famous TV star.*

If the player loses the toss then the player who flicked the coin will select a box and the loser will have to say the sentence beginning with *If I.....* Put a cross over the box that is done so that all the boxes are covered.

The game will continue with player 3 flicking the coin and player 2 saying the sentence, then player 1 flicking and player 3 saying and so on until all the boxes have been crossed.

were rich	saw a ghost	caught a thief	were a genius
went to China	could fly	failed in my exams	were 7 ft tall
could see in the dark	found a bag full of money	were the Prime Minister of Pakistan	got the top position in my exams
could study any subject I wanted	got selected for the Olympic games	could read people's minds	could see with my eyes closed
could be invisible	could drive a car	were poor	received Rs.5000
could eat whatever I wanted	were the principal of my school	could be a clown	could be really handsome/ beautiful

THE MULTIPLE ROLES THAT WOMEN PLAY

What will I learn?

READING

Use pre reading strategies to predict the content of a text from pictures

Skim text to obtain a general idea of the text

Deduce the meaning of difficult words from context

Apply critical thinking to interact with the text

Scan to answer short questions

Make simple inferences using the context of the text and prior knowledge

Respond orally or in writing

Apply world knowledge and own feelings/opinion to the text read

SPEAKING

Use conventions of interaction to present and explain one's point of view clearly

LANGUAGE PRACTICE

Change and use degrees of adjectives with reference to 'than'

Recognize the function of, and use emphatic pronouns

WRITING

Write an essay of at least four paragraphs: i) Introductory paragraph, ii) body paragraphs and iii) concluding paragraph

STUDY SKILLS

Abbreviations

FUN

Complete the crossword puzzle

Act as one of the characters in the puzzle

7.1 READING COMPREHENSION

Pre-Reading

Predict:

Look at the picture. What do you think the text is about?

Write your answers in the space provided below.

The text will describe:

a. ____________________________

b. ____________________________

c. ____________________________

Work with a partner. Compare your answers.

Reading Text

THE MULTIPLE ROLES THAT WOMEN PLAY

Noman's father, Arshad Sikander, works in the development sector. Over the last many months he has been touring the province to gather information for a report he is writing. Noman is hovering around his father asking questions.

Noman (laughing) Daddy*!* What a funny picture! Where did you find it?

Arshad I found it on the internet. I think it's an interesting picture. It shows the kinds of work women do, sometimes all at the same time.

Noman (looking at the picture again) Yes, I can see what you mean.

Arshad You see, I have to present a report at the seminar to be held in Hyderabad next month, on the multiple roles that women play in our society.

Noman What's a seminar, Daddy?

Arshad (taking off his glasses) Well, a seminar is like a big meeting where people from different areas, provinces and countries meet together and present reports. In this seminar, experts from different countries will be describing the kind of work that women do in their countries.

Noman Tell me more, please.

Arshad Well, people have always believed that women stay at home and take care of the house while the man works and provides food and other things for the family. Do you agree?

Noman Yes, that's what Mummy does.

Arshad Agreed. But is that an easy job? Take a look at this picture. What is the woman doing? Can you identify the different kinds of household chores she's doing?

Noman Ah, yes. I see what you mean.

Note for Teachers: Divide the students in pairs and ask them to read the text by taking the role of Arshad and Noman. Remind them to read softly so as not to disturb the rest of the class. Ask them to do exercise 1 as soon as they have completed reading.

Arshad Look closer, how many hands does she have?

Noman She has many hands. Do some women actually have so many hands, Daddy?

Arshad (laughing) No, son. This is just to show that women do a lot of things at the same time or simultaneously. This is called multi-tasking.

Noman Oh, that's a nice word: multi-tasking.

Arshad Ok, now tell me what are the tasks that women do to earn money?

Noman They work as teachers, doctors, or nurses.

Arshad You are right! And this is the point that we all need to understand; no family, no society, and no nation can progress unless women participate in economic activity.

Noman What is economic activity, Daddy?

Arshad It means doing work to earn money.

Noman But Mummy doesn't do that.

Arshad Son, do you see that weaving loom? Your mother is just one of the many women in this region who hand weave cloth that is sent to the city where clothes are made and sold to customers. And that's not all. Look at your grandmother. What's she doing?

Noman Oh, that's her favourite pastime. She likes to do embroidery. She's always at it.

Arshad True. But do you know that she takes orders and sells the work she does? This work is also taken to the city to be sold at large stores.

Noman I've never thought of that, Daddy. What else do women do to earn money?

Arshad Look around you. The more educated ones work as doctors and teachers. But many of them work in the fields and indirectly earn money for the family. Have you seen how many women pick cotton, while others pluck roses, and yet others cut the crops? They are agricultural workers who are often not paid money but their work brings in money for the family.

Noman Yes, I see women doing all kinds of work in the fields. They also milk the cows and buffalos to sell the milk. And they keep hens and sell their eggs. Wow! They participate in a lot of economic activity. I never thought about it.

Arshad In the cities, women work in banks, offices and stores. In fact, many of them work in factories.

Noman Women work in factories!! That's surprising.

Arshad *(takes out a picture)* Here, look at this picture. Can you see what the women are doing?

Noman Now I get it. Actually women are very active but we just think that they don't do anything.

Arshad Right. Women are playing a very active role in development. Now the governments have begun to realize that a country cannot really make progress unless women actively contribute in the economy.

Noman This is very interesting.

Arshad What is even more interesting is that when women earn money they usually spend it more on the health care and education of their children.

Noman So we can say that women *are* playing a major role in the progress and development of our country.

Arshad Exactly. Hence, women must be encouraged to acquire education so that they can become more productive members of the society.

Noman What you are saying is that we must encourage our girls to study and adopt different professions, if they want to do so.

Arshad *(patting his son on the shoulder)* Exactly. Now run along and think about this while I work on my report.

Noman One last question, Daddy.

Arshad Yes?

Noman Can I go to the seminar with you? I want to hear more about women and how they contribute to nation-building.

Arshad I will have to ask for permission from the organisers so I can't promise; but I will definitely try to take you along.

While reading

Exercise 1

Which of the following statements best describes the main idea. Circle the letter that you have selected.

A. Women are useful members of their homes

b. Women are brave and intelligent.

c. Women are productive members of a society

d. Women stay at home, cook and clean

7.1 READING COMPREHENSION

Vocabulary

Exercise 2

Most of the following words appear in the text. They are in a jumbled up order. Can you find them? Re-read the text and underline the words. There are four extra words in the list. Circle the four words that you cannot find in the text.

economic activity	nation-building	present	conference	weave
hovering	discussion	development sector		pastime
multi-tasking	community	simultaneously		chores
issue	seminar			

Now look at the meanings/explanation given in column B. Write the correct word from the text in column A against the meaning/explanation. Once you have completed, check your answers with your partner.

S.No.	Column A List of Words	Column B Meaning and /or Explanation
1.		a field in which progress and improvement is studied
2.		stand or move about near someone without any purpose
3.		a gathering of people for exchanging ideas and discussing
4.		to share information and thought
5.		everyday work
6.		at the same time
7.		doing two or more things at the same time
8.		work that is done to earn some money
9.		make cloth with thread
10.		a thing done for enjoyment
11.		developing the country

Exercise 3

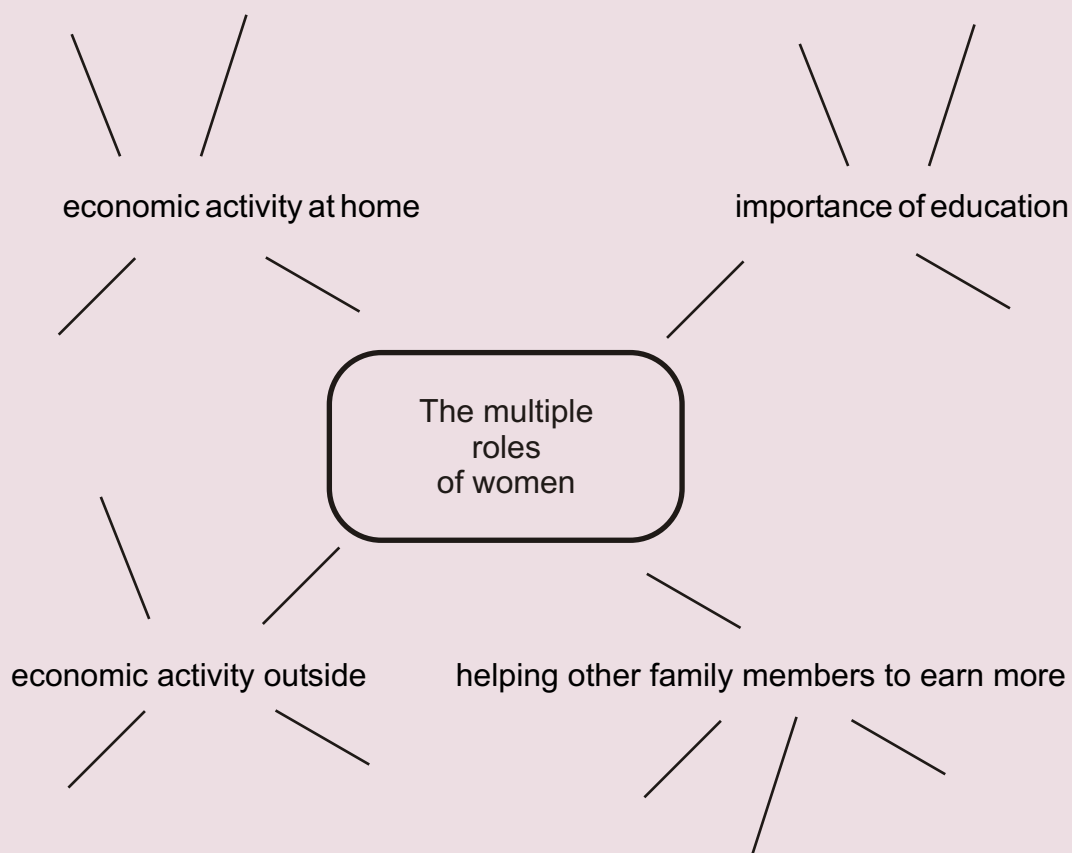
Circle **T** if the statement is true, **F** if the statement is not true or **NS** if the information is not stated in the text

Statement #	Statement	T F NS
1	Arshad has done a lot of travelling over the last several months.	T F NS
2	Arshad spent a lot of time in Tharparkar	T F NS
3	Arshad is writing poetry to present at the seminar	T F NS
4	Noman's mother and grandmother are both economically active	T F NS
5	Education will help women become better cooks	T F NS
6	Women have the ability to do a number of things at the same time	T F NS
7	Women are as important as men for the progress and development of a country	T F NS
8	In cities, women work only in offices	T F NS
9	Pakistan has many female doctors	T F NS
10	Arshad feels that education is not important for women	T F NS

Post Reading

Exercise 4

Read the text and, in pairs discuss and make a list of all types of work mentioned in the text that women do. After you have listed all the things mentioned in the text, you can add to the list other areas of work that you can think of. Do this exercise in your notebooks.

S.No.	Household Chores	Family income Chores at Home / Field	Work Outside the Home

Exercise 5

Work in Pairs. Read the text and complete the following sentences. First, discuss all the statements orally and then write them in your notebooks. Remember to use the past tense.

1. Arshad toured the province because..
2. He thought that the picture was interesting because.................................
3. The picture showed a woman with many hands because..........................
4. Noman's mother and grandmother were economically active because......
5. Noman thought his grandmother did embroidery because........................
6. Arshad believed that women must acquire education because.................
7. Noman stated that girls should be encouraged to study because...............
8. After the discussion Arshad asked Noman to go away because................
9. Noman wanted to go to the seminar with his father because.....................
10. His father did not promise to take him because......................................

Exercise 6

Work in groups of three and make a mind map about the role that women can play in society to improve the quality of life of their families and to raise the level of development in the country. You can use the points given below or write your own points.

economic activity at home

importance of education

The multiple roles of women

economic activity outside

helping other family members to earn more

7.2 SPEAKING

Use the conventions and dynamics of interaction to present and explain one s point of view clearly

Fillers are words used in natural speech. Some such fillers are given in the box below. You can use some of these while speaking or writing dialogues.

you	know	like	ok	well	basically	literally	actually
oh	really	well	to tell you the truth			you see	

Work in pairs and prepare a dialogue between Noman and his sister, Maleeha. The scene is that Noman's sister, Maleeha, who is 10 years old, plays with her friends the whole day. She hardly ever does her homework and never studies. Very often she doesn't go to school. She gets bad grades but she doesn't care. Noman is trying to persuade her to take her studies more seriously so that in the future she can play an important and productive role in society. You may begin like this:

Noman Maleeha, where have you been? It's almost sunset.
Maleeha Oh, I was at Seema's house.
Noman ....
Maleeha ....

Once you have written the dialogue, practise it with your partner. First, one student should take the role of Noman and the other of Maleeha. Then change roles and practise the dialogue again.

Note for Teachers: Divide the students in pairs. Guide them about how to write the dialogue. When the students are practising the dialogue, walk around and make sure that they are using the correct tone and stress. After the students have practised the dialogue in pairs, ask some of the pairs to come in front of the class and roleplay their dialogues.

Adjectives With Reference to 'Than'

Adjectives are used to describe a person, animal, place, or object. For example: a *tall* girl a *noisy* animal; a *beautiful* valley; a *nice* bag.

The comparative form of the adjective is used to compare two persons, animals, places, or objects. For example: a taller girl; a noisier animal; a more beautiful valley; a nicer bag.

Sometimes, 'than' is used after a comparative adjective to clearly show the difference between two things. In such cases, 'than' is used after the comparative adjective and is often followed by a phrase.

Examples: The book that you gave me today is *better than* the book you gave me last week.

Their dog is *noisier than* our dog.

This valley is *more beautiful than* the one we saw yesterday.

My friend's bag is *nicer than* my bag.

Exercise 1

Fill the blanks in the following sentences using the comparative form of the adjective given followed by 'than'. Write the complete sentences in your notebook. Discuss your answers with your partner.

Example: Today the weather was ___________ it was yesterday. (cool)

Today the weather was <u>cooler than</u> it was yesterday.

1. Our new neighbours are ___________ the older ones. (good)
2. His boss is ___________ our boss. (kind)
3. Travelling by train is ___________ travelling by air (cheap)
4. Your dress is ___________ your friend's dress. (pretty)
5. Some of the students in this class are ___________ the others. (intelligent)
6. This hospital is ___________ the hospital near our house. (clean)
7. The stars in the village seem ___________ the stars in the city. (bright)
8. Today the patient's condition is ___________ yesterday. (bad)
9. The bag lying downstairs is ___________ the one lying upstairs. (useful)
10. This week has been ___________ last week. (busy)

Note for Teachers: Remind the students that the comparative degree of some adjectives is formed by adding '*er*' while it is formed by adding '*more*' before the adjective in other cases.

Exercise 2

Look at the pictures given below; they are given in pairs: 1 & 2 form one pair, 3 & 4 form another pair, and so on. For each pair, write two sentences in your notebook, using 'than' along with the adjectives provided at the top of each picture. Follow the example given below.

Example The bag is more expensive than the purse.
The purse is cheaper than the bag.

1.expensive	2. cheap	3. big	4. small
5. cold	6. warm	7. old	8. new
9. sweet	10. sour	11. ugly	12.beautiful
13. young	14. old	15. slow	16. fast

Exercise 3

Look at the information given below about two families. Write two paragraphs, each paragraph describing one family by comparing it with the other, using the comparative form of the adjective followed by than. Some adjectives that can be used for comparison are given below. You can use other adjectives also.

big small   more less   tall short   old young   large small
old new   dull bright   rich poor

Particulars	Timbo Family	Chucky Family
Family size	4	6
Males	2	3
Females	2	3
Height and age	Mr. Timbo 5ft 8 ins 30 years MrsTimbo 5ft 8 ins 27 years	Mr. Chucky 6ft 4 ins 45 years Mrs.Chucky5ft 2 ins 40 years
Number of children	2	4
House size, year built and colour	2 bedrooms, 1 living room and a small kitchen Built in 1978 Colour brown	4 bedrooms, 1 dining room 1 living room and a very large kitchen Built in 1995 Colour orange and green
Family income	Rs 20,000 per month	Rs 80,000 per month

Paragraph 1: You can begin like this:

The Timbo family is smaller than the Chucky family. There are __________ males in the Timbo family than in the Chucky family. There are also __________ females in the Timbo family _________ in the Chucky family...

Paragraph 2: You can begin like this:

The Chucky family is bigger than the Timbo family. There are __________ males in the Chucky family than in the Timbo family. There are also __________ females in the Chucky family than in the Timbo..

7.3 LANGUAGE PRACTICE

Emphatic Pronouns

An emphatic pronoun refers back to another noun (or pronoun) in the sentence to emphasize it.

Exercise 4

In the following exercise, add the correct pronouns and the emphatic pronouns in the second sentence, as shown in the example. Do this exercise in your notebooks. After you have completed it, discuss your answers with your partner.

Examples:Laila did not borrow money from her friends. *She* earned it *herself*.

We have many servants in our house. But *we* clean our rooms *ourselves*.

1. Our neighbours love gardening. _______ look after their plants __________.
2. The principal of our school, Mr. Samad, is a nice man. _____________ guides all the teachers.
3. My friend gets good marks in all the tests. _______ does not take tuitions but studies hard _______.
4. Our house is always neat and clean. _______ clean it _______.
5. All of you are loved by your teachers. This is because ___________ are good students.
6. Train your dog well then _________________will then take care of your house.
7. No one is responsible for your actions. Only ______________ are responsible for them.

Exercise 5

The class was going on a field trip. Everyone was very excited. They were all shouting loudly so nobody could hear each other properly. In the following dialogue, you can see many gaps. Fill these gaps with the correct pronouns or emphatic pronouns, as appropriate.

Note for Teachers: Tech them the difference between emphatic and reflective pronoun.

7.3 LANGUAGE PRACTICE

Work in groups of three, with each one taking one role. Do the exercise orally first and then write the complete dialogue in your notebooks. After you have written your dialogue, each one can take the role of one student and role play it.

Amna Where is Sabiha?

Fatima I spoke to her last night and ______________ told me that she was coming.

Amna Can _______ try and contact her _______ to see why she is late?

Sabah Does anyone know where our bags are? I need to take out my shawl.

Shirin Remember, the teacher told us that ______________ will be responsible for all our things?

Sabah Yes, I know. _______________ typed up all the instructions of our teacher.

Shirin Who is responsible for the food?

Fatima Mr. Zameer has arranged for the food. _______________ will pick it up from the cook and bring it here.

Amna Can all of _______________ please check if your bags have been put in the van?

Shirin Those of you who will not check ________________ will be responsible if their bags are left behind.

Fatima Hurrah! My bag is a genius. _________________ went inside the van.

Note for Teachers: Tell the students that there is a great difference between emphatic pronoun and reflexive pronoun. If pronouns with self / selves used as the object in sentences is reflexive pronoun. However emphatic pronoun is defined above.

7.4 WRITING

Work in groups of three and write an article for your school magazine. Provide a title. Describe your views on how women play an important role in the development of a society and nation. You may use the mind map that you developed in section 5.1, exercise 6.

Here are some points to remember:

1. Write the topic
2. Do the brainstorming
3. Develop a mind map
4. Select the points that you want to include in your article
5. Decide the order in which you will write your points in the article
6. Write paragraph number one. Remember, this is your introductory paragraph; it introduces the topic.
7. Now write the body paragraphs. There should be at least two paragraphs. You can write more. These paragraphs should explain your viewpoint.
8. Make sure that each body paragraph has a topic sentence and the supporting details.
9. Conclude your article with a concluding paragraph. Your paragraph should begin with a concluding word or phrase, summarise the key points in your article and end on a strong note, giving an idea, suggestion or recommendation.

After you have written down the article, all of you must proof read and edit it. Check for the following:

a) The introductory paragraph properly introduces the topic
b) The body paragraphs have clear topic sentences and all the other sentences are related to the respective topic sentence
c) The concluding paragraph begins with a closing word or phrase, gives a summary of points and ends on a strong note
d) Correct grammar structures and tenses
e) Correct punctuation/ capitalization

Note for Teachers: Ask the students to edit all their written work, whether individually, in pairs or in groups. This will help them in identifying and correcting their own work, thus helping them to become independent learners. Encourage them to ask you if they are not sure whether something is correct or not.

7.5 STUDY SKILLS

Exercise 1

Below is a list of some commonly used abbreviations. In pairs, study these abbreviations and see how many of these you know.

S. No.	Abbreviation	Full form/ Explanation
1.	ASAP	As Soon as Possible
2.	FYI	For Your Information
3.	FAQ	Frequently Asked Questions
4.	ATM	Automated Teller Machine
5.	PS	Post Script, usually written at the end of letters
6.	DIY	Do it Yourself
7.	ID	Identification
8.	CNIC	Computerised National Identity Card
9.	IQ	Intelligence Quotient (as measured by intelligence tests)
10.	PC	Personal Computer
11.	PR	Public Relations
12.	SOS	Save Our Souls (written to get help in an emergency)
13.	AD	Latin word Anno Domini (past the year 0, like, 2016 AD.)
14.	CE	Common Era (means the same as AD, 2016 CE). Used in modern English
15.	BC	Before Christ (before the year 0, like, 3000 BC)
16.	BCE	Before Common *Era* (means the same as BC, 3000 BCE). Used in modern English
17.	HR	Human Resources

Exercise 2

Use the previous table to write the full form of the abbreviations used in the following sentences. Rewrite the sentences using the full form in your notebook. After you have completed the exercise, compare your answers with your partner.

1. What was your score on the IQ test?
2. The brochure that we got in class today answers all the FAQs.
3. The HR department asked for detailed information about all the employees.
4. When the ship began to sink it sent out an SOS signal.
5. My friend asked his father to send the money ASAP as he wanted to pay his fees.
6. This PC has a problem; I cannot access my emails on it.
7. The principal asked all students to bring a copy of their father's CNIC.
8. My uncle brought a DIY house painting kit for me from London.
9. People often write FYI on papers and in emails when they want to share some information with their friends or fellow workers.
10. When they need money they use their ATM card to get it.

Exercise 3

Play a game with abbreviations. But, before playing the game, all the students should memorise all the abbreviations given above.

Once the students have memorised all the words, the teacher should divide the class into two groups. Each group should be numbered from one to fifteen/ twenty/ twenty two, depending on the number of students in the class. The teacher should also write these numbers on small chits and fold them. S/he should also write all the abbreviations on small chits and fold them and keep them separately.

The teacher will then draw two columns on the blackboard and ask the group to suggest a name for their group, selecting any one national hero. S/he will write the name, as suggested by the group, at the top of each column.

After this the game will start. The teacher will pick up a number from the number chits and the students with that number from both the groups will come out. The teacher will then pick an abbreviation chit and ask one student to say the full form of it. If the student answers correctly the team gets a point; if not, the student from the other team gets a chance to answer and win an extra point for his/ her team. If the first student answers correctly then the teacher picks another abbreviation chit and asks the second student. If s/he does not answer correctly then the first student gets a chance to win an extra point for his/ her team. And so the game continues until all the abbreviation chits get finished. The team with the most points wins.

7.6 FUN

Work individually and see how many professionals from the list below you can find in the puzzle. The words are arranged either right to left, left to right (backwards) up to down, down to up and diagonally forward and backwards.

electrician	pilot	teacher	butcher	lawyer	doctor
nurse	tailor	mechanic	firefighter	singer	artist
actor	busdriver	writer	chef	dyer	welder
carpenter	farmer	gardener	weaver	potter	poet
baker					

a	r	t	i	s	t	o	r	i	c	v	s	i	n	g	e	r	a	w	t
s	p	i	l	o	t	i	c	a	m	e	a	t	s	e	l	l	e	r	r
s	r	n	d	y	e	r	a	s	t	g	r	e	t	n	e	p	r	a	c
e	t	r	e	k	a	b	r	u	m	e	c	h	a	n	i	c	e	l	y
g	u	a	r	d	c	u	c	w	a	t	e	r	c	a	r	r	i	e	r
o	r	s	f	e	h	c	h	i	h	a	i	r	s	t	y	l	i	s	t
b	u	t	c	h	e	r	i	r	e	b	u	s	d	r	i	v	e	r	d
e	x	r	t	r	r	o	t	e	m	l	u	n	g	d	o	c	t	o	r
a	m	a	n	e	s	a	e	t	r	e	m	r	a	f	r	y	i	o	e
u	l	i	o	l	i	t	c	h	e	s	w	o	r	b	p	i	t	f	p
t	s	n	n	l	d	i	t	g	n	e	e	s	t	i	n	c	g	n	e
i	h	e	o	i	n	t	p	i	e	l	a	s	s	r	a	p	d	o	e
c	w	r	s	m	x	l	v	f	d	l	v	t	p	o	e	t	p	s	k
i	e	j	a	n	u	n	i	e	r	e	e	e	a	l	k	r	o	r	e
a	l	a	m	m	e	s	b	r	a	r	r	w	r	i	t	e	r	e	s
n	d	m	b	p	i	b	n	i	g	h	s	a	y	a	m	t	t	p	u
l	e	e	r	o	s	k	e	f	t	p	a	r	e	s	p	t	e	t	o
c	r	a	f	t	s	w	o	r	k	e	r	d	r	u	t	o	r	i	h
o	r	e	k	r	o	w	y	r	o	t	c	a	f	s	a	p	d	a	x
z	a	t	n	a	i	c	i	r	t	c	e	l	e	p	r	y	e	w	i

Note for Teachers: After discussing the answers with the class, divide the students into 2 teams. Each team will get a turn to select a profession and act it out. If the other team is successful in guessing the profession, they will get a point. Maintain the score on the blackboard. The team that scores the most points will be the winner students.

This book is written for students of class VIII. Efforts have been made to use language in context which are meaningful for students. However, a language is best learnt if used naturally, so make sure you provide ample opportunities to the students to communicate with each other. One way in which you can do this is to prepare more exercises on the pattern of sections; each section states the objective of that section at the beginning. Hence, make every effort to ensure that the students master the skills as stated in each section. Footnotes have been provided wherever necessary to assist you in how to conduct an activity and where to provide additional support to students.

Section 1: Reading

1. The aim of this section is twofold: one, silent reading, to enable students comprehend the text and do the given exercises; two, reading aloud, to gain oral fluency, confidence, and to learn to pronounce words correctly.
2. Hence, in all the reading sections of this book, guide the students and encourage them to a) read silently for comprehension b) use pre-reading strategies (pictures/titles/heading etc.) To predict content c) read aloud with correct pronunciation and d) apply punctuation rules in reading, i.e. They should pause very briefly every time there is a comma, and pause for a longer period every time there is a full stop, question mark, or mark of exclamation (count one for a comma and up to four for the others).
3. Remind the students continuously about these various techniques so that these become a part of their reading habit.
4. **Pre-Reading:** Before asking students to read the text, ask them some questions to activate their mind. This will make it easier for the students to understand the text as their prior knowledge about the topic will be activated.
5. **While Reading:** When asking students to read silently assign them a task: exercise 1 in all the reading sections. The purpose of this is twofold: one, to

ensure that the students have a purpose for reading; two, they get a general understanding about the text.

6. **Post Reading:** Most of the reading activities are based on comprehension; hence they require minimal writing. Ensure that the students understands the text; do not provide the answers, encourage and guide them to read and understand the text and find the answers. Some of the questions have been added in each reading section to help them relate reading text with their life and experiences.

Section 2 : Oral Communication

1. This section is meant for oral practice only; make sure that all students are involved in orally producing these dialogues.
2. Students can gain confidence through repetition. Encourage students to practice these dialogues by substituting names, places, activities, etc.

Section 3 : Grammer

1. The main aim of this section is to present grammatical structures to students in real life situations so that they learn not only the form but also the usage.
2. Before asking the students to do the grammar exercises, explain the rules to them. Even if they have been taught the rules previously, repeat them again to ensure that all students understand and follow the rules.
3. In addition to the exercises given in the book, try and make the students use the learnt structures in as many everyday situations as possible.

Section 4: Writing

1. The main aim of this section is to develop the student's writing skills. It is , therefore, extremely important that enough time is devoted to developing these skills effectively.
2. In order to enable learners, become good users of the language, in all the writing tasks that they do, even when they write answers to questions, make sure that they use a) the correct spellings b) the correct punctuation and capitalization

rules c) the proper word order d) the appropriate tense, pronouns, and vocabulary.

Section 5 : Study Skills

Besides teaching learner how to read, write, and speak a language, it is also important to make them independent learners of a language by teaching them other skills. Hence, this section focuses on developing certain study skills, like dictionary skills, vocabulary enhancement, and creativity.

Section 6 : Fun

Language is about speaking, reading, writing and listening but it is also a medium for fun and enjoyment. This section is about giving learners a chance to enjoy language and have fun with it. Hence, allow students to enjoy language by expressing themselves freely, reading, aloud, acting, drawing etc.

This part of the unit should not be tested or assessed for grading but should give freedom to students to have fun with using English.